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ABSTRACT

This study for Anne Arundel County, Maryland, has been tailored to fit the local plan for overall staff reorganization, with several organizational charts reflecting impending changes in career education and vocational education staffing patterns. The numerous recommendations fall into three categories: (1) a general overview of the county's education program, emphasizing career and vocational education as priorities for meeting educational needs, (2) suggestions for specific division of administrative responsibilities, and (3) outlines of administrative tasks for each administrative position. An appended interim evaluation report presents, in condensed form, the conclusions reached by outside consultants after interviews with local and state staff members. These conclusions are that six career education areas need administrative reorganization: (1) non-instructional support personnel, (2) research and evaluation support, (3) guidance area, (4) developmental task forces and program supervisors under the Director of Instructional Programs, (5) the Director of Vocational Education and Cooperative Education, and (6) program implementation, through Area Directors and principals. (Author/AG)

ADMINISTRATIVE NEEDS FOR CAREER EDUCATION

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

MARYLAND

OCTOBER

1972

Engelhardt and Engelhardt, Inc. ◆ Educational Consultants

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ADMINISTRATIVE NEEDS FOR CAREER EDUCATION

Anne Arundel County Public Schools
Annapolis, Maryland

October 1972

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PREFACE

This study of the administrative needs for career education in Anne Arundel County has been tailored to fit the plan for overall staff reorganization; the organizational chart reflects a solution appropriate for Anne Arundel County at this time. Major changes in overall organization may require changes in administrative staffing for career education. For any reader trying to generalize the recommendations to another system, caution must be applied, since some recommendations may not be appropriate except for Anne Arundel County under the new staff reorganization.

This study also builds upon the prior "Study of Unit II Positions: Classification and Salary Plan" prepared by Engelhardt and Engelhardt in association with W. K. Williams and Company. Where specific positions are discussed in both studies, the more recent Career Education Study should be considered as our final recommendation in cases where a revision was made.

The consultants urged the evaluation of the new, overall staff organization after it had operated for a year or two. This study relates solely to career education and is not a study of the impending reorganization.

We wish to express appreciation to the numerous county and state staff members who met with us during the summer months. The opportunity for action in career education is evident in Anne Arundel County; the administrative recommendations are given in this report with a spirit reaping full rewards from the talent to which we were exposed.

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AN OVERVIEW OF THE COUNTY'S CAREER EDUCATION PROGRAM

This chapter will attempt to clarify the scope of career education and related terms of occupational and vocational education. The present and future nature and magnitude of the programs relevant to career education have been evaluated by the consultants in order to recommend a management plan suitable for the future.

What is Career Education?

For the term "career education" to be meaningful or useful for our study, career education should refer to a segment of education. One can think of the segment as a cluster of subject matter topics, goals, or procedures. The segment may be diffused throughout the curriculum, but in certain areas it becomes quite concentrated. The terms used in describing positions and programs have become less well defined as educators have broadened opportunities for students and discarded old terms because of their connotations.*

Career education is probably the broadest term of all yet to be thrown into the arena of what used to be vocational education. The term was coined and defined to include a lifetime of learning, but in the context of this report, primarily refers to those sectors of education now administered by the Board of Education of Anne Arundel County. This includes kindergarden through grade twelve and adult education. However, close liaison with community, junior, technical, and four-year colleges is highly desirable. Let us explore some aspects of the national scene in career development. This will allow some insight into the future development of the concept of career education.

Career education refers to offering learning experiences related to the development of a realistic self-concept (which involves knowledge of the outside world) in reference to the roles associated with certain occupations. A career is often interpreted so broadly as to include avocational attributes.

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* This report will use a blend of terms in describing job titles, with preference for locally preferred terms. However, some attention has been paid, where justified, to two documents concerned with ideas and terminology within career education:

American Vocational Association, Vocational-Technical Terminology, Washington, D. C., 1971.
ERIC Clearinghouse on Vocational and Technical Education, Review and Synthesis of Information on Occupational Exploration, Columbus, Ohio, 1971.

Four examples show how career education has been broadly interpreted in the past:

1. Career education can have affective domain goals that at least raise the respect level of certain jobs which are essential to our economy and nation. Such respect should be evident in the empathy shown for others when the student graduates into the adult world and should also have an effect on career choices. The prestige value of various career goals may have contributed to business and economic problems in our country, as well as undeserved personal consequences of deflated egos.* Grant Venn deals with this issue in his book, "Man, Education, and Manpower," available from the American Association of School Administrators.

2. Some career educators look for added motivation or a nonverbal medium of communication and expression. For instance, basic skill teaching in mathematics has been linked to future jobs or project work in shops. Shop-related English is an attempt to motivate students in basic skill areas. The printing of a newspaper in the elementary classroom gives occupation role acquaintance and may help the pupil in learning how to spell. To say that career education includes the goals of obtaining basic skills verges on enlarging the concept to a non-useful size. However, career education does serve to make the rest of education more relevant to today's growth.

3. The role that a person, such as a skilled craftsman, plays in his community is part of his career. For instance, in many communities the professional is too busy to perform duties required of those in positions of local government. The individual who has early retirement (e.g., police and fire fighters), or who can stop his job at 5 p.m., can have a broadened career role including participation in politics and local government. For this broadened role, secondary and adult instruction might be given - or night courses in the community college might be provided. Is a course in public speaking considered career education for the carpenter who may run for local office? Who is responsible for revealing role opportunities to students - a specialist in career education?

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* It may be advantageous to maintain some degree of commitment to a career choice through ignorance of other equally attractive opportunities. Successful medical students have been found to lack any genuine alternative occupational goals - while in early years of medical school. The fear of failure may have contributed to their success.

4. In becoming aware of the wage-earning capacity of salesmen, a student may plan his acquisition of skills to nurture sales contacts. He might try to cultivate the ability to play golf and tennis well. He plans to go on to college, but fears that the pressure of time will not allow the mastery of these skills, nor would it allow the socialization with the "right group" in college. The student turns to the physical education department, "Please teach me these carry-over sports." Is it now proper to place the physical education program under the "Supervisor for Career Education"?

As we see, the national concept of career education is dangerously on the line of too much inclusiveness. The Anne Arundel Career Development Task Force has stated that "career development is inseparable from education in general." In fact, the statements of goals from this local task force serve as an excellent launching station for a systemwide commitment to career education. In the elementary years, students obtain an awareness of opportunities and roles in the world. They learn of their own developing abilities and form attitudes germane to a career choice; for most of us, this must involve a wage or salary-earning capacity.

In the middle school years, various orientation courses can be implemented which manifest a concentrated effort in career education, with home economics, industrial arts, and business teachers giving a variety of experiences. Social studies and other disciplines would continue their reference to careers. Guidance would begin to sharpen the self-evaluation of pupils in reference to realistic career clusters.

Exploratory courses, starting about the eighth grade, can introduce students to a cluster of careers. By ninth grade, some students will start making choices of what high school program appeals to them. Switching among career programs should be allowed, even if delay in graduation results. Exploratory courses can continue through the eleventh grade; the courses do not demand the heavy time commitment demanded of a student specializing in some cluster as a vocational entrant.

Specific skill instruction for a vocational entrant builds upon the exploratory course experience. The vocational entrant, one who is capable of entering a vocation by or at the end of high school, had been the student of concern for vocational educators until 1968. From 50 per cent to 100 per cent of students in Anne Arundel County Schools should be prepared to earn a living upon graduation; the percentage differs in this range depending on the educator with whom one speaks.

Usually some students will delay the acquisition of the primary wage-earning repertoire of skills while obtaining theoretical background; the vocational education amendments of 1968 include under the vocational domain (often functionally defined by federal funding laws), the student who continues formal education in post-secondary schools up to, but not including, a program of four or more equivalent years. The student who has no

marketable skill until the fourteenth or fifteenth grade might be distinguished from the vocational entrant by being called a pre-technical student; this student often has programs in high school eligible for funding under vocational laws. Pre-technical students may add 20 per cent of the student body to the vocational domain if vocational entrants amount to 50 per cent. Of course, many vocational entrants may decide to continue their education even if they are employable (a strange twist from the usual story of furthering one's education due to unemployability). These students, the vocational entrant and pre-technical student, comprise the classical and present domain of the Director of Vocational Education.

Exploratory experiences for any student in a broad cluster, or in some cases a narrow field, have been the domain of both vocational and "general" educators. With the recent emphasis on acquisition of wage-earning skills and career orientation, vocational educators have taken on the development and sometimes funding of these exploratory courses. Obviously the articulation between orientation, exploratory, and the vocational curriculum is critical. If we interest ninth graders in the printing industry, but have no follow-up curriculum, we have frustrated youngsters and end up with less time and money than we had before getting them interested. Placing all courses under one supervisor can help.

In the development of the national priority in career education, industrial arts educators, often much further from the vocational camp than were home economics teachers, were wondering what happened to their domain. To bring a long, still evolving story to a conclusion, a new term was coined to bring harmony back to the industrial arts, business, and vocational educators. (Home economics is omitted here since they always harmonized well.) The term was and still is "Occupational Education." The American Vocation Association (op. cit.) defines occupational education as "An organized sequence of learning experiences on a regular or systematic basis consisting of occupational theory, practice and skill development for students." This broad definition allows room for combining teachers in home economics, business, industrial arts, agriculture, trade and industrial education, data processing, distributive education, and health occupations into one team to offer well articulated and interdepartmental (or interdisciplinary) courses. Because the identity of business departments, etc., seemed strong in other systems, the departments were sometimes suggested to form an occupational conglomerate.

Note that the term "occupational" in many locals does not refer to skill training for special education students. Note also that occupational education infers a broader reach than vocational education. In fact, the notions of occupational education involved the role of a worker in society, just as career education does. Occupational education is more narrow than career education, since it does distinguish, administratively at least, between domains in certain areas such as career guidance given in science, and career guidance given in business courses.

For this reason, the term "vocational" used in the specific job titles mentioned in this report might be more appropriately replaced by the broader term "occupational."

In summary, career education involves learning experiences which occur at every grade level and in various disciplines. It involves preparing a student to make an intelligent choice concerning his or her future career ladder, adjunct role in the community, and family or individual lifestyle.

The culmination of vocationally preparatory, school-guided learning experiences (prior to performance, on-the-job training, or adult school courses) is the learning of job entry skills. When this occurs in secondary, community, or technical two-year colleges, the courses are called vocational courses. In order to open opportunity to many more students than vocational education has been able to train, and in order to reflect the creation of interdisciplinary courses, it is suggested that the concept label of vocational education be changed to "occupational education." This should only be done when "occupational education" ceases to have a specific connotation of vocational education for special education students. This study will retain the use of the present term "vocational" although the administrative domains are tailored to the concept of "occupational education."

Vocational (or occupational) education refers to concentrated efforts in career education at certain times in schooling. Vocational education is an essential part of career education and must be designed to fulfill the desires of students who have become aware of opportunities in the world of work.

An Important Difference between Vocational and "Liberal Arts" Education

If, by "liberal arts education", we refer to the college preparatory and general programs within secondary schools, we can reflect upon a significant difference that has a bearing on career education - accountability.

It is unclear why accountability is so closely associated with career education. Perhaps it is a coincidence that the popular demand for accountability should be strong at the same time that stress on career education is being renewed. It is the consultants' opinion that the historical demands of accountability in vocational education have something to do with the association. If so, a logical role for vocational educators to play is in the evaluation and accountability areas of management.

For years, the vocational departments and schools of this nation have been evaluated on the basis of placing students in jobs. The calibre of the vocational entrant has been generally high, often due to strict entrance requirements into the limited enrollments of vocational courses (at most, 20 per cent of the nation's student enrollment). This has been especially true of the trade and industrial curriculum, least true of the business curriculum. The more open a program's enrollment becomes, the more difficult it is to achieve excellence.

Career education has goals which cover an extended period of time. It should not just concern itself with graduates of the system, but with goals for those who exit the spiral curriculum prematurely. However, we can expect fewer and fewer drop-outs as the curriculum becomes more relevant through career education. Let us look at accountability as it relates to the two types of vocational students - vocational entrants and pre-technical students. This will then be compared to those students going on to four or more years of college (college preparatory). Note that in career education there is no place for a general student who is not oriented in one of these three directions, although the three categories can overlap.

For the vocational entrant student, three goals are probably ultimate for the vocational educator:

1. To place the student in a job, well prepared so that he can retain this job through satisfying performance for his employer, and possibly advance along a career ladder.

2. To educate the student so that he can adapt himself to changing labor and economic situations. To train the student so that he has marketable skills in a cluster of occupations which are robust (not subject to high unemployment) in the face of isolated or transient economic trends.

3. To allow pursuit of higher education, if desired, and if aptitude allows.

In many systems, continuing education and retraining for unemployed vocational entrants are considered obligations of the schools.

For the pre-technical student, the school would probably adopt at least the following goals:

1. To prepare the student for an occupation for which there are adequate job opportunities. (The ability of a school system to forecast job opportunities and be able to guide students is tested here.)

2. To prepare a student for postgraduate study by giving him the necessary prerequisite knowledge and skills necessary to successfully complete a two-year program in the chosen technical field.

For college preparatory students, the classical goal was to place a student in an institution of higher learning. Your consultants suggest that college preparatory goals should also include:

1. That a student select an appropriate institution of higher learning for a particular career choice. Appropriateness would involve a measure of the college to place graduates in a particular career field (or related graduate studies) as well as the matching of a student's value structure with that of the college.

2. That a student demonstrate adequate performance during the college years.

The measurement of these goals involves follow-up studies on graduates and may infer that the school system has an obligation to college dropouts who need to become productive wage earners in our society.

In summary, the doctrine of accountability in vocational education is presently a critical discriminating characteristic between vocational and college preparatory curricula. It would behoove the career education movement to adopt the same appreciation for accountability that vocational educators have exhibited. This requires setting up a system that evaluates the product (a graduate) quality of the career education curriculum. For college preparatory students, follow-up studies of the materialization of the college preparation are necessary. Obviously, the college or university is responsible for performance in the profession or occupation for which college preparation was necessary.

The Spiral, Individualized Curriculum

When operating at utmost efficiency, career education will prepare all students - even college preparatory youth - with some skills with which to become independent wage earners. The ability to supplement the family's earning capacity while attending college is extremely helpful, and may provide the attainment of a degree when parents are unable to finance a college education. Furthermore, certain noncollege skills can be useful when performing a job obtained after graduating from college.

At the other end of the extreme, a tenth grade dropout should have obtained more skills than if he had dropped out at ninth grade, but less than would be obtained if he had stayed for two more years.

Some students will progress faster than others, and can gain more skills than normally thought possible in one year of schooling. Some students may reach their limits of ability and remain at a task level below the normal progression of students training in an occupational cluster. Such a student, often in special education, may perfect performance on a limited spectrum of tasks, such as soldering, lubrication, and shop cleaning.

What is important is that all types of students can be accommodated in the programs and facilities for career education, sometimes simultaneously. The curriculum through the years and through a course can often be considered a spiral with students re-using what they have learned in the past, and either spinning off of the curriculum at various levels or continuing on to completion of a cluster of skills.

The exploratory or orientation experience can serve two purposes under occupational education:

1. To provide homemaker and homeowner skills often taught in nonoccupational industrial arts and home economics. Such skills, although they are usually less developed, can serve as a second income source or lead to economic independence by saving the expense of hiring a specialist. Often these very skills enable people to run family life so well that their job performance increases.

2. To test the aptitudes and interest of students in a broad variety of occupations from which vocational entrants and pre-technical students will pursue an occupational curriculum. If a student continues on in the cluster of exploration, the course serves as a foundation on which to build, perfecting performance.

The spiral curriculum in an occupational cluster can involve all students at middle or junior high school level. College preparatory students will generally spin off soon thereafter, but may reenter with a specialized exploratory course as an elective which may reinterest the student in a pre-technology or vocational entrant career course.

It is the aim of the Anne Arundel Public Schools to individualize career programs as much as possible, and to afford all students the maximum advantages of a spiral curriculum. Such a program will demand considerable program development, guidance, evaluation, and coordination among various disciplines.

Career Education as a Priority

Career education is for all students. It is an attempt to give students enough information about themselves and occupational opportunities so that students and their families can decide intelligently what lifestyle and roles the student wishes to adopt in adult life. For some students, the skills necessary for entering adult jobs will be imparted by the secondary schools; for others, the prerequisite skills necessary for pursuing the higher education needed for a career will be obtained during high school years.

Since occupations influence much of our vocational opportunities, all areas of the curriculum become involved. Because occupational performance demands certain basic skills, motivation is sometimes increased by allowing students to become aware of the need to master certain skills. With such involvement outside the sphere of most directors of vocational education, it is hard to see why some educators resist the setting of career education as a priority. Usually a misunderstanding is at the base of such objections.

The setting of career education as a high priority in Anne Arundel's schools does not exclude other priorities. Students will be taught to read and add just as well, if not better, than before. Leisure time preparation may receive added import. It is true

that some goals may be incompatible with the training of vocational entrants. Some educators would rather delay any career decisions until after high school or college. For instance, if heavy emphasis is to be placed on learning our traditional wisdom collected in the "Great Books" of western civilization, then it is possible that no time would be left for occupational education. The Board of Education must formally choose its priorities. The following recommendations assume that a high priority will be given to career education, since your consultants feel that the need exists and the possibility of strong performance in this area is high.

Since the following administrative recommendations rely on generalists in education to a high degree, it is essential that the Board of Education set priorities to avoid the thwarting of efforts made by career education specialists spotted throughout the system. The recommended structure disperses the influence of specialists rather than concentrating them into a separate system of occupational education.

Some Specific County Needs

When planning a management system for career education, it is advantageous to keep in mind certain aspects of ongoing programs and projected needs. In light of the foregoing discussion of career education, the following items highlight specific county needs:

1. Policy setting and accountability to policy setters must be placed at a high level in the administration in order to guide the generalists in setting priorities of time and effort.

2. Although the business curriculum has expanded significantly in Anne Arundel County, other facets of the vocational conglomerate still remain at relatively low enrollments. Based upon forecasts of enrollments contained in the Board of Education's capital budget analysis, and forecasts of vocational students (minus adult students) contained in the Director's Long-Range Plan, the percentage of secondary pupils served will only increase from 48 per cent to 54 per cent by 1976. In the opinion of the consultants, this figure should be 70 per cent or higher (per cent of enrollment classified as vocational entrant and pre-technical students). Some existing programs will be revised as the job market changes.

   It is the opinion of the consultants that the Director of Vocational Education and supervisors are either overburdened or near capacity of performance. The expected growth means more facilities, more teacher-coordinators, larger departments, more decisions as to what programs to offer, and more course development. Work loads on the vocational administrative staff will become unbearable and short-cut practices intolerable unless the structure

of the management team is changed. Sharing of the work load among generalists or by consultants is advised (especially in proposal writing, bookkeeping, and facility planning), as well as adding or reclassifying a few supervisors.

3. To develop a spiral, individualized curriculum, supervisors or task forces will need time, evaluatory help, and administrative backing at high levels. They cannot function apart from the implementation of programs.

4. An increase in evaluation of the ongoing curriculum and guidance procedures will be needed in order to maintain high standards of accountability inherent in vocational education.

5. Increased research and information search activity will be needed to help develop and outfit new courses. Facilities must be designed or remodeled. Manpower information must be digested by policymakers and their advisors so that the curriculum can adapt to changing needs in the nation. The Director's Long-Range Plan does not reflect the needs for enlargement of vocational education to the extent that the consultants feel career education will stimulate enrollment. At present, the number of teachers, counselors, and supervisors is expected to increase from 298 to 362 in 1976 according to the long-range plan. Vocational enrollments are expected to increase from 17,330 to 21,960 in the same period, with adult enrollments rising from 845 to 1,100. Career education students below ninth grade level are not included in the statistics submitted in long-range plans.

6. An excellent pilot career education program developed by the county should be disseminated through staff development efforts in all of the county schools. Feedback from the adaptation of the program in various sections of the county should further perfect the program. Increased effort to provide career education to college preparatory students in the high schools is needed.

7. The Director of Vocational Education in the county is overloaded with responsibility and lesser tasks. She also serves as the Supervisor of Business Education. Responsibilities of the Director-Business Supervisor must be reduced.

8. The disciplines of occupational education need increased coordination from a curricular standpoint. Interdisciplinary programs, such as bookkeeping for auto mechanics or entrepreneurship, should be planned and implemented.

9. The county's continuing education program should continue its concern for offering refresher courses and introduction to occupationally-oriented subjects. Such offerings should be based upon manpower and economic needs and could become an integral part of career education. The need for increased offerings

in trade and industrial education is evident. (The continuing education program also involves courses other than those germane to a Director of Vocational Education.)

10. Working relationships with employment agencies of government, employers in the area, county/state developmental agencies, and professional associations should be enlarged and cultivated. The school system should function as an integral part in developing economic opportunity in Anne Arundel County.

11. A reactivated Advisory Council should be established to encourage community planning and support for career education.

12. Advisory committees (often termed craft committees for trade and industrial education) should be formed for job entry programs. These Committees would advise the schools on what equipment is being used in the "outside world" and what skills are desired by employers.

13. Career education needs a system which trains understudies who can perform various tasks with experience when absence or retirement removes a member of the administrative team.

Although other needs do exist, and although more specificity may be desired in the need statements, this list serves to acquaint the reader with the future needs and tasks of "career education" educators in Anne Arundel County. In essence, the county's vocational system has existed on devotion and ingenuity of a few employees. Expansion and normal change in personnel will probably bring a deterioration of program unless adequate administrative plans are made. The Career Education Task Force has reached a stage of development which looks to new administrative guidelines. Major problems face this task force in changing attitudes among the less receptive teachers, and in economically disseminating and adapting the exemplary curriculum now well developed.

II

DIVISION OF RESPONSIBILITIES

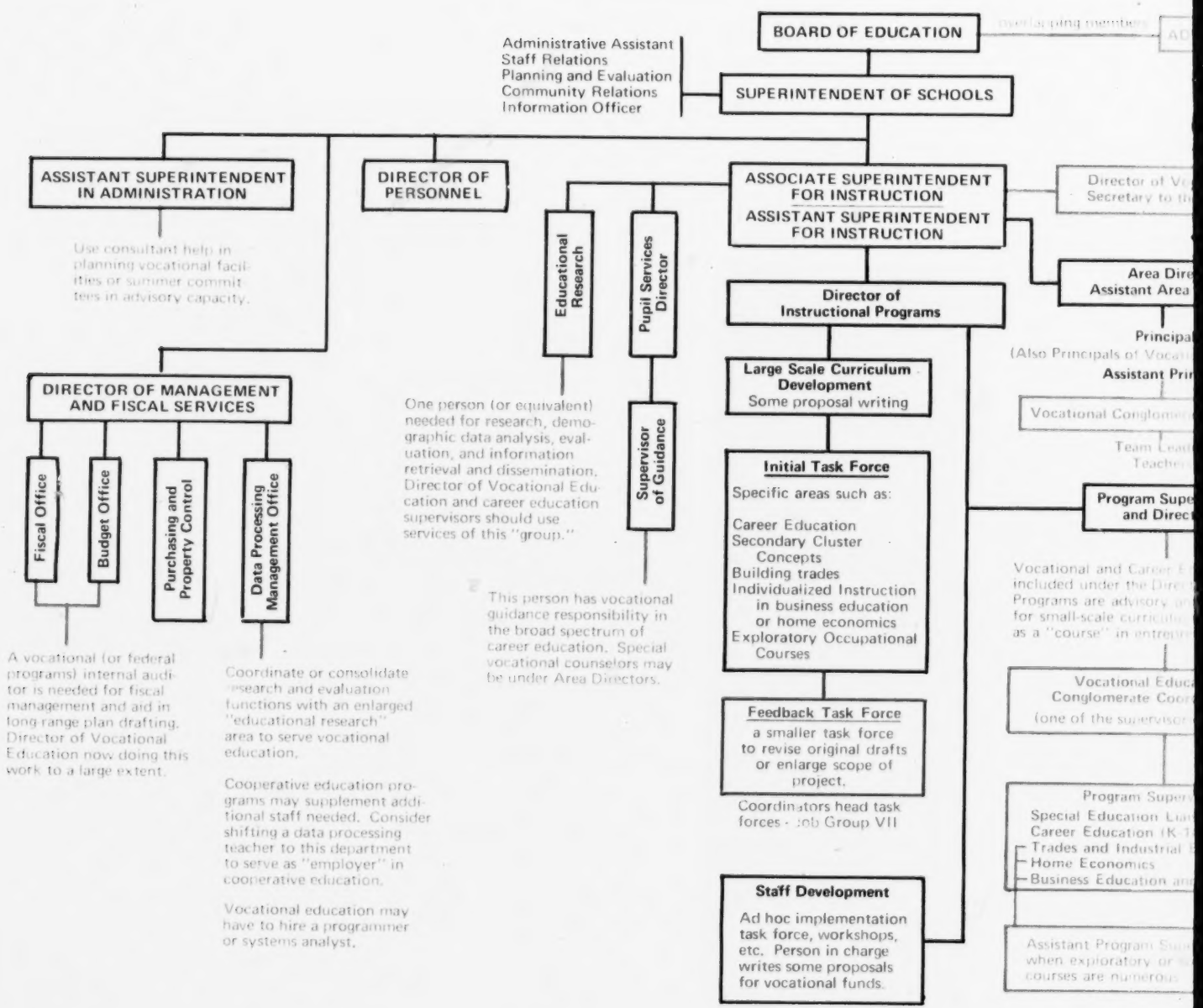
The previous chapter has shown the need for assigning responsibilities for career education management to a larger number of individuals than presently on the County's administrative staff for vocational education. Through interviews with staff members, the consultants have concluded that the most economical method of administration, which also functions efficiently, is to utilize staff throughout the system - possibly with supplementary manpower. The accomplishment of assigned career education responsibilities by persons positioned systemwide would be aided by the establishment of formal priorities by the Board of Education. This action would help generalists concentrate their efforts in common directions.

The suggested organization of career education management has been adapted to an overall impending reorganization planned for the Anne Arundel County Public Schools. The consultants suggest annual evaluation of the impending organizational structure. Some problems that may develop could be related to the number of people reporting to the superintendent. This could be rectified, if need be, by restructuring the overall organization. Since there was a heavy communication load on the Superintendent of Schools in the overall organization of the system, career education personnel were not assigned as direct subordinates to the superintendent.

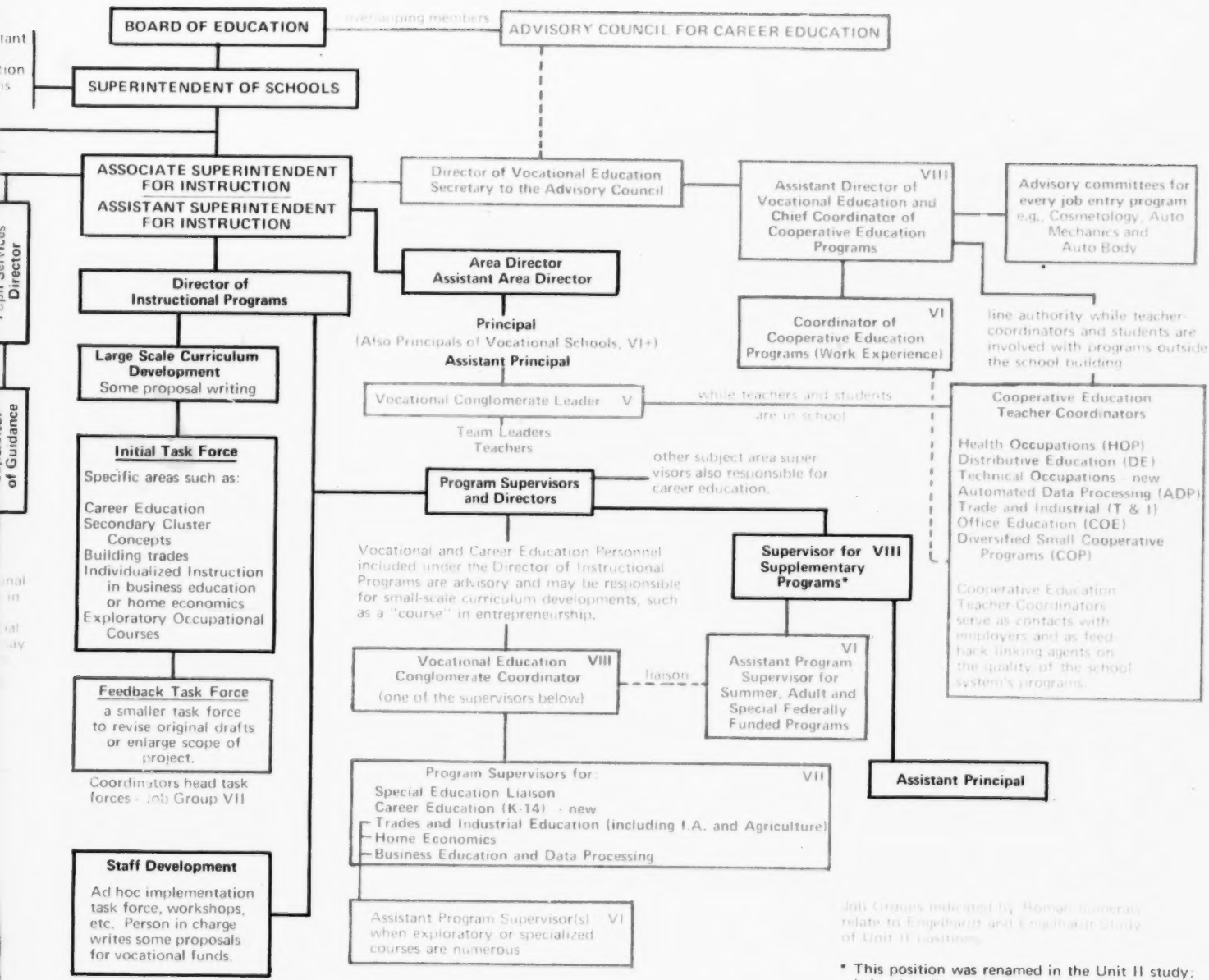
The suggested organizational chart on the following page is more intelligible if broad areas of similar responsibilities are outlined. There is a strong need to see generally who will be performing various tasks in career education, since administrative tasks are spread throughout the overall organization. The staff indicated with black lines and lettering is that organization of staff (or their functions) given to the consultants as the impending staff reorganization by the Superintendent of Schools immediately prior to the Interim Report. The red portion of the chart's lines and lettering shows the consultants' suggested organization of career education personnel and what career education duties are to be assumed by generalists.

The tasks necessary to accomplish the program outlined in Chapter I are reflected in the administrative chart. For clarity, this chart can be divided into administrative sectors or areas of responsibility reflecting the types of expertise available in certain departments. These sectors or domains are indicated by the shaded areas on the chart. Some sectors serve as checks and balances on other sectors. For instance, auditing and evaluation functions are divided to insure unbiased and insightful appraisal of the operation, and to create a viable system for accountability.

THE ORGANIZATIONAL CHART WITH ADMINISTRATIVE DOMAINS SHADED
THE PLACEMENT OF CAREER EDUCATION (INCLUDING VOCATIONAL EDU
IN THE IMPENDING 1972-1973 STAFFING PATTERN FOR ANNE ARU


BOARD OF EDUCATION
overlapping members
AD
Administrative Assistant
Staff Relations
Planning and Evaluation
Community Relations
Information Officer
SUPERINTENDENT OF SCHOOLS
ASSISTANT SUPERINTENDENT IN ADMINISTRATION
Use consultant help in planning vocational facilities or summer committees in advisory capacity.
DIRECTOR OF PERSONNEL
ASSOCIATE SUPERINTENDENT FOR INSTRUCTION
ASSISTANT SUPERINTENDENT FOR INSTRUCTION
Director of Vo
Secretary to th
Educational Research
Pupil Services Director
Area Dire
Assistant Area
Director of Instructional Programs
Principal
(Also Principals of Vocati
Assistant Prin
DIRECTOR OF MANAGEMENT AND FISCAL SERVICES
Large Scale Curriculum Development
Some proposal writing
Vocational Conglomer
Team Leade
Teacher
Fiscal Office
Budget Office
Purchasing and Property Control
Data Processing Management Office
Supervisor of Guidance
One person (or equivalent) needed for research, demographic data analysis, evaluation, and information retrieval and dissemination. Director of Vocational Education and career education supervisors should use services of this "group."
Initial Task Force
Specific areas such as:
Career Education
Secondary Cluster Concepts
Building trades
Individualized Instruction in business education or home economics
Exploratory Occupational Courses
Program Supe
and Direct
Vocational and Career E
included under the Direc
Programs are advisory an
for small-scale curriculu
as a "course" in entrepr
This person has vocational guidance responsibility in the broad spectrum of career education. Special vocational counselors may be under Area Directors.
Feedback Task Force
a smaller task force to revise original drafts or enlarge scope of project.
Coordinators head task forces - Job Group VII
Vocational Educa
Conglomerate Coor
(one of the supervisor
Program Super
Special Education Lia
Career Education (K-T
Trades and Industrial E
Home Economics
Business Education and
Staff Development
Ad hoc implementation task force, workshops, etc. Person in charge writes some proposals for vocational funds.
Assistant Program Sup
when exploratory or s
courses are numerous
A vocational (or federal programs) internal auditor is needed for fiscal management and aid in long range plan drafting. Director of Vocational Education now doing this work to a large extent.
Coordinate or consolidate research and evaluation functions with an enlarged "educational research" area to serve vocational education.
Cooperative education programs may supplement additional staff needed. Consider shifting a data processing teacher to this department to serve as "employer" in cooperative education.
Vocational education may have to hire a programmer or systems analyst.

TIONAL CHART WITH ADMINISTRATIVE DOMAINS SHADED (see text for explanation)
OF CAREER EDUCATION (INCLUDING VOCATIONAL EDUCATION) PERSONNEL
PENDING 1972-1973 STAFFING PATTERN FOR ANNE ARUNDEL COUNTY


BOARD OF EDUCATION
overlapping members
ADVISORY COUNCIL FOR CAREER EDUCATION
SUPERINTENDENT OF SCHOOLS
ASSOCIATE SUPERINTENDENT FOR INSTRUCTION
ASSISTANT SUPERINTENDENT FOR INSTRUCTION
Director of Vocational Education
Secretary to the Advisory Council
VIII
Assistant Director of Vocational Education and Chief Coordinator of Cooperative Education Programs
Advisory committees for every job entry program e.g., Cosmetology, Auto Mechanics and Auto Body
Director of Instructional Programs
Area Director
Assistant Area Director
Principal
(Also Principals of Vocational Schools, VI+)
Assistant Principal
VI
Coordinator of Cooperative Education Programs (Work Experience)
line authority while teacher-coordinators and students are involved with programs outside the school building
Large Scale Curriculum Development
Some proposal writing
Vocational Conglomerate Leader V
while teachers and students are in school
Team Leaders
Teachers
Cooperative Education Teacher-Coordinators
Health Occupations (HOP)
Distributive Education (DE)
Technical Occupations - new
Automated Data Processing (ADP)
Trade and Industrial (T & I)
Office Education (COE)
Diversified Small Cooperative Programs (COP)
Cooperative Education Teacher-Coordinators serve as contacts with employers and as feed-back linking agents on the quality of the school system's programs.
Initial Task Force
Specific areas such as:
Career Education
Secondary Cluster Concepts
Building trades
Individualized Instruction in business education or home economics
Exploratory Occupational Courses
Program Supervisors and Directors
other subject area supervisors also responsible for career education.
Vocational and Career Education Personnel included under the Director of Instructional Programs are advisory and may be responsible for small-scale curriculum developments, such as a "course" in entrepreneurship.
Supervisor for VIII Supplementary Programs*
Feedback Task Force
a smaller task force to revise original drafts or enlarge scope of project.
Coordinators head task forces - Job Group VII
Vocational Education Conglomerate Coordinator VIII
(one of the supervisors below)
liaison
VI
Assistant Program Supervisor for Summer, Adult and Special Federally Funded Programs
Program Supervisors for: VII
Special Education Liaison
Career Education (K-14) - new
Trades and Industrial Education (including I.A. and Agriculture)
Home Economics
Business Education and Data Processing
Assistant Principal
Staff Development
Ad hoc implementation task force, workshops, etc. Person in charge writes some proposals for vocational funds.
Assistant Program Supervisor(s) VI
when exploratory or specialized courses are numerous
Job Groups indicated by Roman numerals relate to Engelhardt and Engelhardt Study of Unit II positions.

* This position was renamed in the Unit II study; it involves line supervision of adult and summer programs.

Input from Outside the System

It is important to realize that the outside community has input channels for career education. Career education cannot just prepare more students for hypothetical career opportunities. In order to acquaint students with realistic career opportunities, the career educators should obtain feedback from the outside world. Provision for formal contact with parents, employers, alumni, and governmental agencies is made at the following points in the proposed administrative structure:

1. Board of Education
2. Advisory Council for Career Education
3. Superintendent of Schools and his officers
4. Director of Vocational Education and Assistant Director
5. Coordinator of Cooperative Education Programs
6. Advisory (Craft) Committees
7. Cooperative Education Teacher-Coordinators
8. Guidance Staff

The Administrative Sectors or Domains

The sectors or domains of administration can be described, for our purposes, based on six linkages with the Superintendent of Schools or the Associate and Assistant Superintendent for Instruction. These domains were shaded on the organizational chart on page 13.

The interchangeable use of the terms "sector" or "domain" is purposeful. In no way should the terms imply a method of administration; the terms are used to designate a set of administrative responsibilities often restricted to an office under one administrator. When more than one administrator heads a domain, the administrators are of similar positions or have similar responsibilities in relation to the curriculum. Between the military usage of the word "sector" and the political-geographical use of the word "domain", the concept of sets of administrative responsibilities should emerge. For instance, to say that the Pupil Services Director has dominion over the Supervisor of Guidance is too strong a statement. However, the Director certainly can exert influence on the guidance program. Furthermore, responsibility for the guidance program rests with the Director.

The non-instructional sector (shaded green) involves that area which supports instruction, but is not under the Associate Superintendent for Instruction. The main purpose in shifting some more responsibility to these offices is to free "instructional" personnel for other needed tasks.

Support tasks which have involved major portions of time for either the Director of Vocational Education or program supervisors are:

1. Budget projection without program change
2. New program planning
3. Expenditure control and internal audit
4. Drafting educational requirements for new or remodeled facilities and reviewing design

As is apparent from the previous chapter, expansion of career education programs will create heavy demands in these areas.

Two future additional areas of logistical management may involve inventory control and program budgeting system cost/benefit analysis.

The preparation of long-range plans in vocational education will eventually consume even more time than at present. A lack of demographic and realistic employment data has prevented the Director of Vocational Education from significantly altering future programs, except for the new vocational technical center. Phase-out of old programs and insertion of replacement programs should reflect future projections of the labor market. Equipment, supply, facility, and personnel budgets may eventually be computerized for planning purposes. Except for policy decisions, the preparation of long-range plans in vocational education should not engage the Director of Vocational Education. Tedious bookkeeping, charting of accounts, and other budget analysis operations should be handled by an assistant. The Director should approve the long-range plan, but an assistant for budgeting and audit control should do the time-consuming work. When the entire school system adopts career education as a high priority, the place for this assistant is under the Director of Management and Fiscal Services. This Director would be responsible for submitting documents to the State in proper form; the Director of Vocational Education can serve as an advisor, but it is the responsibility of the Director of Management and Fiscal Services to deliver accurate tabulations in proper form to the Director of Vocational Education. Vocational funds could be used to provide added help to the fiscal and budget offices.

The proposed overall reorganization contains data processing capabilities in two administrative sectors if educational research (shaded brown) is to be enlarged. Somewhere the support for career education data gathering, demographic analysis, project and program evaluation, and justification for long-range plans should be provided. At present, it appears that an additional programmer or systems analyst could supplement the staff of the Data Processing Management office. Even though this programmer could function for other programs, the cost of the additional person could be absorbed to the extent the office functions for career education.

Data Processing is taught as a vocation in the County schools. There is indication that the transferring of a teacher to the Data Processing Management office could help in the preparation of long-range plans, budgeting, audit, inventory control, and other responsibilities. The presence of a teacher in this "non-instructional domain" would allow the cooperative education of senior students. Such utilization of students may allow added manpower to be purchased under Federally funded programs, or at least serve an instructional function with local monies. Such a combination of non-instructional productivity and instructional talents is a common attribute of vocational teachers.*

This teacher, assigned to the Director of Management and Fiscal Services, is an "employer" of the student; there could be an additional teacher-coordinator. The employer teacher would be of aid to his non-instructional supervisor, since the data processing teacher would understand the terminology and conventions of vocational educators. He would also have patience and skills necessary for guiding cooperative students.

The Assistant Superintendent in Administration may also have cooperative students in building and grounds maintenance functions. The possible hiring of a vocational agriculture teacher as a custodial supervisor could be explored.

However, the main responsibility to be assumed by this office is in the remodeling and planning of new facilities. Obviously, instructional personnel should be consulted, but program supervisors must not neglect other duties solely for school plant planning. For instance, the new vocational facilities have occupied the majority of the Trades and Industrial Education Supervisor's time. Supervisors should review plans and equipment specifications along with the teacher-coordinator and advisory committees. Special summer committees, "ad hoc" task forces of classroom teachers,

* A similar program of cooperative education is about to start in Vocational Agriculture. Landscaping will be done, using the school grounds as a laboratory.

or consultants should be employed for the temporary work loads caused by improving career education opportunities in Anne Arundel County.

The research and evaluation sector (shaded brown) is an incipient group indicated on the impending organization plan as "Educational Research." This group serves instruction primarily, but could conduct research in administrative areas. (If administrative research is a major function, the overall organization might be reevaluated as to whom the researcher reports.) The educational research functions are numerous for vocational education. Traditionally, vocational researchers have included information retrieval and dissemination of information as their responsibilities. The expertise resident in this group should also allow evaluation of specific projects or programs, as well as the total system's effectiveness in delineated areas of concern. Demographic data could also be gathered and analyzed by this group. Assessments of educational needs should be a high priority for educators; "educational research" should be upgraded with adequate manpower.

There were indications that the evaluation of career education programs was poor. Staff is insufficient for the formative evaluation which enables curriculum developers to perfect their product. Summative evaluation (evaluation received after a product is ready to be judged as a developed product) should also be accomplished by a researcher who is preferably not intimately involved with the project's task force. A well staffed evaluation arm, or one bolstered by consultant help, serves as a feedback loop in any accountability system. Across the nation, evaluators within a system have generally proved to be the best mode of internal evaluation, especially of the formative types. The use of consultants could be limited to advising the evaluators on design or to audit summative evaluation.

The guidance sector for career education is best kept as part of the general guidance sector (shaded pink). Although special vocational backgrounds will be possessed by some counselors, the broadening of the understanding of occupational opportunities should be a goal for all counselors. Counselors with union and management experience might best be scattered throughout the system under area directors as "seed" counselors. Training in administering certain tests of skills and aptitudes might be adopted as an in-service program for most counselors - such a program would be designed by the Supervisor of Guidance under the direction of the Pupil Services Director.

It is an inappropriate pattern to place special vocational guidance counselors under the Director of Vocational Education when a district is career oriented, since such seclusion may create attitudes of non-involvement in non-vocational counselors. The State Department of Education has its vocational guidance supervisor within the camp of general guidance.

With all students, but especially those in special education and vocational courses, the teachers and teacher-coordinators will serve guidance functions. However, these individuals will not be held responsible for techniques and performance by the Pupil Services Director. Career guidance does become a function of the curriculum to a high degree when career education is adopted as a goal. A multifarious approach to counseling may be beneficial.

Feedback on the achievement of guidance objectives can be given by the educational research group. Some school guidance offices may aid in the collection of data and help interpret data processing capabilities to local schools. These roles are not easily resolved with the impending reorganization.

As far as accountability for career guidance, the Director of Vocational Education and Education Research should provide feedback from studies funded as a legitimate part of career education programs. The Supervisor of Guidance, in the opinion of the consultants, should be primarily a program developer and consultant on the implementation of high quality guidance services.

The instructional program sector (shaded blue) under a Director of Instructional Programs has two distinct areas of function. The first area (shaded dark blue) involves large-scale curriculum development and the introduction of successful programs to other than pilot schools through staff development. Some career education projects will be involved with the special developmental task forces. The Career Education Task Force has already moved to the "feedback task force" stage in order to refine and adapt the program while the successful pilot program is being adopted in different schools throughout the County. Staff development for career education could become a high priority if the Board of Education decided to guide generalists under formal priorities.

The developmental task forces require large expenditures of funds and are therefore limited in number. Whoever heads what was designated on the impending reorganization chart as "Curriculum Development" (large scale understood), should be able to write some proposals to obtain funding for task forces. As a second priority, a specialist in proposal writing might write or aid supervisors in proposal development for smaller, non-task-force projects.

An example of a task force project might be the incipient individualized instructional program of vocational education. Now chiefly the responsibility of the home economics supervisor and the Director of Vocational Education, the project will probably suffer from a lack of time on the Director's part, or lack articulation with other subject areas despite the farsighted, interdisciplinary thinking of the home economics supervisor. Furthermore, business and office education could also be easily individualized in concept. Bench mark tests and instructional materials require developmental time and expertise.

Before the Director of Vocational Education approves proposals for vocational fund application, the Associate Superintendent should assent to giving adequate local implementation support through at least one area director. Although the supervisor or task force coordinator has no implementation authority, the priorities of the Associate Superintendent should insure adequate follow-through.

The recognition of a need to improve instruction has been shown to be a key factor in adoption of career education materials. The direct feedback of information on program adequacy to the Associate Superintendent for Instruction by the Director of Vocation should insure receptivity of curricular solutions to assessed needs.

The second area (shaded light blue), under the Director of Instructional Programs, involves the full-time curricular staff of program supervisors who would do curricular review and small-scale curriculum development. This staff of specialists would also be available for task force work and committee work. These supervisors, at least in career education, would serve as resource teachers for teachers in specific disciplines. Supervision of teachers would occur from this level in order to maintain up-to-date skill instruction and curricular improvement. The lack of subject matter specialists (other than teachers) in the implementation sector (shaded yellow) does not allow such guidance to be given by the area staff, except in general performance. Local innovations are to be encouraged, but the program supervisors may be used to help maintain quality and disseminate new techniques throughout the system.

The program supervisor is a helper to the local teacher and each high school's vocational conglomerate leader. Evaluation of the program is secondary and should not become a primary activity which would interfere with the teacher's receptivity to ideas seeded by the program supervisor. The cooperative education teacher-coordinator might better serve in the role as a program evaluator.

Program supervisors are charged with keeping current on the state-of-the-art of their discipline areas. Aided by the educational research staff, these supervisors should disseminate information on new techniques, equipment, and employee skills currently in demand. Conceptualization of clusters of skills and training of adaptable skilled workers should concern supervisors.

Certain roles should be introduced to this sector. Program supervisors should design and achieve adoption of some interdisciplinary courses, such as entrepreneurship. Home economics should develop units in conjunction with industrial arts (which is suggested to be part of trades and industrial education). To accomplish interdisciplinary curricular development within occupationally-oriented departments, and to provide a convenient contact for interdisciplinary ventures involving liberal arts disciplines, the position of the Vocational (Occupational) Education Conglomerate Coordinator should be created. It is suggested that one of the program supervisors be chosen for this position. Depending upon

the work load, an assistant program supervisor or full supervisor would be assigned to assume subject area responsibilities left unattended by the assignment to conglomerate coordinator. For instance, if a business program supervisor becomes the conglomerate leader, another person should cover responsibilities left unattended in the business area.

Aside from assuming responsibilities for interdisciplinary course or program creation, the program supervisors in the vocational conglomerate should assume two new areas of supervision:

1. Special education programs - either individualized and incorporated into regular programs, or in separate programs. (Essentially, this would be a transfer of one person from special education to vocational or occupational education.)

2. Career education programs - especially in kindergarten through grade eight - and liaison with community and junior colleges. This person would look at the total program, with emphasis on guiding teachers and counselors at the level of kindergarten through grade eight. Opportunities at the community college must be taken into consideration when planning career education for the "vocational student." Close cooperation in the inservice training of teachers at elementary and junior high school levels may evolve from liaison with the community college. This supervisor's emphasis on supervision and maintenance of a quality curriculum will be for kindergarten through grade eight. Obviously, the supervisor will be aware of the curriculum in grades nine through twelve being handled by other supervisors in the conglomerate.

An immediate task of this supervisor may be to devise new junior high or middle school interdisciplinary units for exploratory occupational experiences. The decision to do this would probably originate from the Associate Superintendent for Instruction or the Director of Instructional Programs. However, it would also be appropriate for the Vocational Education Conglomerate Coordinator to explore the need and feasibility for such development. Such an idea should be quickly passed up to higher authority levels for two purposes:

1. A decision as to whether or not to assign task force import to the curriculum development project must be made.

2. Support for implementation is needed following developmental work.

Outside of the vocational conglomerate, there is one supervisor who must have close liaison. This supervisor would handle all vocationally-related projects which are not necessarily part of the school's responsibility (such as manpower training) and for

adult training. The curriculum of such vocationally-related programs should be under the control of the Director of Vocational Education, but through a distant "chain of command." The operation of these programs is strictly under the control of a Supervisor for Supplementary Programs (a counterpart of the conglomerate coordinator). The implementation of these programs does not carry a clear line of authority to the local level. The assistant principal's position is precarious, with his principal and supervisor requesting action.

Note that the Assistant Program Supervisor for Supplementary Programs or the Assistant Principals are the natural understudies for the supervisor's role in case of illness, retirement, or resignation.

The Vocational Education Conglomerate Coordinator is an excellent understudy for the Director or Assistant Directorship of Vocational Education. Career lines for program supervisors would lead to conglomerate coordinator or assistant directorships.

In summary, the domain of the Director of Instructional Programs (shaded in blue) contains two areas of developmental curricular task forces (dark blue), and the area of program supervision (light blue). The Director supervises the development of curricula (under the leadership of a temporary task force coordinator), and the adoption of these programs through staff development. The curriculum and staff development task forces require different talents, often different people.

Program supervision is handled by a staff of program supervisors who serve as resource persons, assisting where technical expertise and experience are needed. Some duties may involve reviewing non-instructional work, curriculum and staff development, proposal writing, and dissemination of ideas from outside the system. These supervisors are a linking agent to other professionals and, to some extent, to employers. Curricular innovations can originate at this level and administration of program supervisors should allow for this.

The formation of an Occupational or Vocational Conglomerate is suggested to increase interdisciplinary curricular ventures. The amalgamation of industrial arts and trade and industrial education is suggested. This conglomerate should design exploratory courses immediately in the opinion of the consultants.

The implementation sector (shaded yellow) has a direct line of authority, reaching the student directly without a necessary channel through the Associate Superintendent. Area Directors will be assigned responsibility for schools and curricular implementation in their geographical areas. To avoid a separate vocational system with

exclusive courses and enrollment, the regional vocational schools should also report to the area directors. The burden of vocational accountability should make area directors receptive to guidance from the sectors of instructional program, educational research, guidance, and vocational directorship.

Since vocational schools should not duplicate offerings in skill areas subject to overloading of labor supply, offerings may be open on a countywide attendance basis. This may require special cooperation among area directors, since attendance zones for some students go beyond normal geographical territory.

The principal or assistant principal in vocational schools can serve to coordinate his vocational departments. In comprehensive high schools, the coordination of interdepartmental units of instruction, including individualized instruction, should be delegated to a team leader, called the Vocational Conglomerate Leader in the organizational chart. Department chairmen or team leaders in the following areas should report to the Conglomerate Leader:

Business and Data Processing

Distributive Education

Trades and Industrial Education

Home Economics

Agriculture Education

Cooperative Education (while engaging in school activities)

The conglomerate leader could be strictly a curricular position, with discipline and school administration chores possibly bypassing this position. The conglomerate leader could also represent occupational education in faculty conferences at the direction of the principal. The conglomerate leader might invite conferences with his department leaders and department leaders from art, science, and social studies with the approval of his principal.

Since elementary, middle, and junior high schools do not have large occupational education staffs, it is suggested that the teachers operate with an occupational education team leader. This leader should coordinate feeder school curricula with the receiving school's Vocational Conglomerate Leader.

The last sector is that of the vocational directorship (shaded violet). The duties of the Director of Vocational (Occupational) Education contain both staff and line function. Under the suggested organization, the Director has the responsibility of administering a countywide system of Cooperative Vocational Education Programs. These programs will be managed by the Assistant Director of Vocational Education. The placement of Cooperative Education Teacher-Coordinators in this sector gives the Director an excellent evaluation staff without added cost to the system.

With such an evaluation staff dispersed throughout the system and in the community at large, the Director is in an excellent position to advise the Associate Superintendent on the successes and failures of a portion of the career education program. If this proves impractical because of numbers, the sample of students going into cooperative education could be representative of students. If unrepresentative students are enrolled in cooperative programs, the feedback loop through educational research must be relied upon for information as to the total vocational program.

There are several reasons why the consultants have suggested that the Director of Vocational Education should report directly to the Associate Superintendent.*

1. Given a receptive Associate Superintendent, there is no need to tax the Superintendent with too many subordinates with whom he must communicate.

2. The Director heads a sector of administration which has line authority in relation to students and cooperating employers. This is a comparable situation with area directors, except that the number of students is smaller and contact with the community more intensive in the business and governmental areas. It would be totally inappropriate to place such an implementation domain within the instructional program sector. Furthermore, to place cooperative education on an area basis (implementation sector) is not appropriate for large employers who wish to deal with one representative of the County, often on a confidential basis. For occupations not enjoying an even distribution of employers throughout the County, students should be able to travel outside their high school area, or be transferred to another high school in case of scheduling conflicts.

3. The Director of Vocational Education should be involved with the totality of occupational education under the accountability expectations of federal and state governments. The Director should have influence on program development and supervision of existing programs. The Director can exercise such influence on program development through a staff position reporting to the immediate supervisor of the Director of Instructional Programs. Reporting to a person holding high position in the system allows priorities to be established for program development and smooth implementation of needed programs.

* Other, less valid, options would have the Director reporting to the Superintendent or the Director of Instructional Programs.

This placement is not artificially high, since by law and accepted operational procedure, vocational education is guided by communication with the Anne Arundel Advisory Council for Career Education (now for Vocational Education) and various regional, state, and federal agencies.

4. The third reason also leads to recognizing the need for stature as a Director of Vocational Education. When briefly reviewing the needs of Career Education and the needs of the region served by vocational programs given by Anne Arundel County, the consultants compiled a minimal list of contacts, outside the school system, with which the Director of Vocational Education should communicate. It is doubtful that a Director with little influence on priority decisions would be granted confidence and conversational time with the following agencies who would supply needed planning information, may cooperate in joint programs with the school district, and in some cases, regulate the openness of the labor market:

Maryland Department of Economic Development

Anne Arundel County Bureau of Community and Industrial Affairs

Anne Arundel County Trade Council

United Mine Workers of America

International Brotherhood of Boilermakers, Iron Shipbuilders, Blacksmiths, Forgers, and Helpers

International Printing Pressman's Union of North America

International Union of Electrical, Radio, and Machine Workers

United Rubber Workers of America

American Federation of Government Employees

National Federation of Government Employees

Maryland Employment Security Administration
- Research and Analysis Section
- Regional Offices (Testing and Placement) at:
  - Brooklyn Heights
  - Friendship
  - Glen Burnie
  - Marley Neck

Stewart Corner
Severna Park
Mountain Road
Maryland City
Fort Meade
Odenton
Crofton
Epping Forest
Broadneck
Annapolis
Hillsmere
Davidsonville
Deale

Regional Planning Council, Baltimore

Mayor's Office of Manpower Resources, Baltimore

U. S. Department of Commerce

Anne Arundel Community College

Vocational Directors from surrounding school districts:
Prince Georges
Howard
Baltimore
Baltimore City
Calvert

This list is not exhaustive, and the bookshelves of the Director's desk area reveal that all these agencies or people have something to offer in the long-range planning and curriculum development for vocational education in Anne Arundel County. The number of unions in Anne Arundel (predominantly in the north) will grow, especially in transportation and allied industries. Contact must be maintained if the trades are to remain open to the district's graduates, and for enrichment of the career guidance program. (For further discussion of the unions' role, see the August, 1972, issue of Manpower published by the U. S. Department of Labor.)

The regional nature of the employment in the Washington-Baltimore area is the reason for the need to analyze trends from many sources outside the County.

An example may suffice to demonstrate that the Director of Vocational Education and the research and evaluation sector should pay attention to regional trends. Anne Arundel's industrial arts program may expand its printing shops. From the standpoint of occupational guidance, this may stimulate students to go into training for that industry. The Mayor's Office of Manpower Resources (Baltimore), and the Employment Security Administration project an oversupply of employees in the graphic arts and high competition for jobs in reproduction occupations. Even though this oversupply may occur in Baltimore, commuting and a mobility in our labor force are factors which will give Anne Arundel the same problems. Fortunately, Anne Arundel County has no high school program for those eighth graders in whom Industrial Arts stimulated an interest in the reproduction industry.

Anne Arundel County lies in a strategic location for highway, rail, and air transport facilities which attract industry. Overnight trucking is available to one third of the U. S. population. The resort industry is expanding. Resources, such as 431 linear miles of shoreline, beg for development; the schools should be part of the team which aids healthy development in the County.

5. As Anne Arundel County changes, so will new skills have to be learned. It is not out of the question to think of retraining 10,000 people per year in the future (in 1968, over 7,000 were retrained). In close cooperation with the Supervisor for Supplementary Programs and other agencies, the Director of Vocational Education could help direct adult education energies into the field of retraining. To do this, the Director of Vocational Education should have input into priority-making decisions above the Director of Instructional Programs. Since the Supervisor for Supplementary Programs is concerned with more areas than just manpower training, a generalist (not the Director of Vocational Education) must supervise him. The responsibility for adult training is more than an option for Vocational Education; the chances of receiving adequate program development lie with having input above the generalist level in the instructional program sector, not below the generalist as a subordinate.

6. The feedback function of the vocational directorship involves evaluation of the success of ongoing programs, long-range plans, and provides for suggestions for revision or additions to the vocational curriculum. The entire career education curriculum can benefit from such analysis also, especially exploratory courses in grades seven through nine. Only a position supplying input above the Directors of the instructional program and implementation sectors can legitimately evaluate or plan for areas

of both sectors. All evaluation and suggestions for planning filter through the Associate Superintendent. In a system having a high priority status for career education, the Associate Superintendent should have a clear understanding of new developments in vocational or occupational education, so that judgments can be compatible with the goals of the system.

The vocational directorship contains two types of advisory groups. The Advisory Council, having overlapping membership with the Board of Education, should increase its scope of concern from strictly secondary programs to Career Education involved with all grade levels under the jurisdiction of the Board of Education. (This excludes the community college.) This committee advises the Board of Education, usually through the channel of professionals, on matters of general curricular design.

After specific programs have been included in the long-range plan, the Director of Vocational Education should create advisory committees of people experienced in the skill area being taught. In trades and industrial education, these committees have been called Crafts Committees. This name does not seem appropriate for business and health occupations; a more general term needs to be coined. After these committees are established, the Assistant Director or the Coordinator of Cooperative Education could serve as a secretary to each committee.

The next chapter will outline the specific nature of positions in certain sectors of the administrative organization.

Summary

This administrative survey was concerned not only with maintaining equilibrium in a well established system, but with providing a system which could facilitate essential innovation and expansion in order to make education more relevant to the needs of the County and its children.

The adoption and diffusion of better methods in education is not a simple story of observing and doing. Vocational educators have institutionalized the concern for dissemination in such agencies as the state research coordinating units, the Center for Occupational Education at North Carolina State University, Raleigh; and ERIC Clearinghouse at the Center for Vocational and Technical Education, Ohio State University, Columbus. Local systems, in order to be responsive, must not only change, but also be able to evaluate that response in light of original needs or even changing needs.

The Career Education Programs in Anne Arundel County have impressed your consultants. We conclude that this County has something to offer the youth, parents, and industry of the County, plus having an exemplary program for the nation. A major task lies

ahead in adapting the current Career Education Program to all schools in the County, and the expansion of secondary vocational offerings. The suggested administrative system will allow accomplishment of the diffusion and improvement of the Career Education Programs by distributing the work load throughout the system. Six sectors or domains of administration have been described:

1. Non-instructional sector.
2. Research and evaluation sector.
3. Guidance sector.
4. Instructional program sector.
5. Implementation sector.
6. Vocational directorship sector.

The Appendix to this report contains the Interim Report issued in September. It serves as a good summary, except that the Assistant Supervisor for Supplementary Programs in charge of adult education and ancillary programs has been shifted out of the Vocational Education Conglomerate. Some other minor revisions have been made:

1. Upgrading the salary of the Assistant Director of Vocational Education.
2. Relegating small-scale curriculum development to Program Supervisors.
3. Some rewording for clarity.

This final report should be considered the official recommendation of the consultants in any case of interpretation.

Attention has been given to many factors, including:

1. Logical placement in the decision-making hierarchy.
2. Work and communication loads.
3. A balance of power and evaluation feedback loops to accomplish an accountability system.
4. A ladder of promotion which allows smooth operation when leaders are temporarily absent from their desks or have retired. Note that such career ladders can cross domains or sectors. For example, both the Vocational

Education Conglomerate Coordinator and Assistant Director of Vocational Education are the understudies for the Director of Vocational Education.

5. Although attention to national and local nomenclature was given, some terms, such as "conglomerate" may not be well received locally. As long as the position is not changed by a name, the selection of another name for a position should not influence the management of the system.

III

ADMINISTRATIVE TASKS OUTLINED BY POSITIONS

Chapter II discussed the sectors of administration outlined on the organizational chart on page 13. The chart following this page shows the same organization without the shading; it can be removed, if desired, for ease in reading the text. In this chapter, more details are given in reference to positions connected with career education. Some sectors, such as the non-instructional, research and evaluation, and guidance domains have flexibility in creating job slots in accordance with the goals outlined in Chapter II. Less flexibility is inherent in the recommendations for positions right of center on the organization chart.

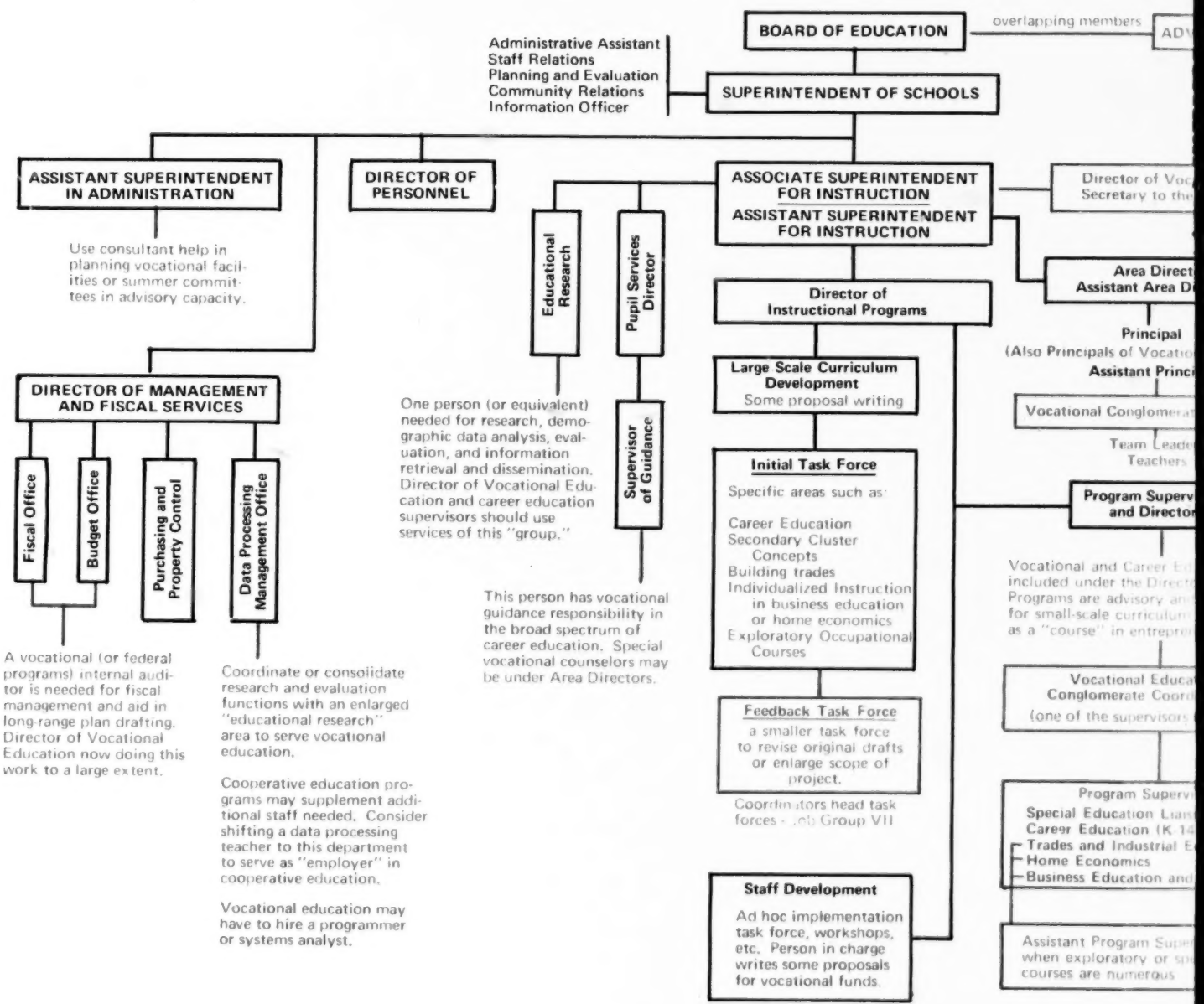
Where revision of the Unit II Study, done earlier by Engelhardt and Engelhardt, Inc., is indicated, this chapter will deal in detail. Unless specifically mentioned, no change in the Study of Unit II positions is implied.

This study does not involve the detailed drafting of job descriptions. It is recommended that job descriptions of Unit II positions stand as recommended in the earlier study unless amended, and that other positions have descriptions drafted locally with the description of duties contained in this report serving as a base. Each year the job description should be revised, with specific goals for accomplishment attached to the general description. This would facilitate a management by objectives system, which is suggested in order to have coordinated and productive work in the career education program.

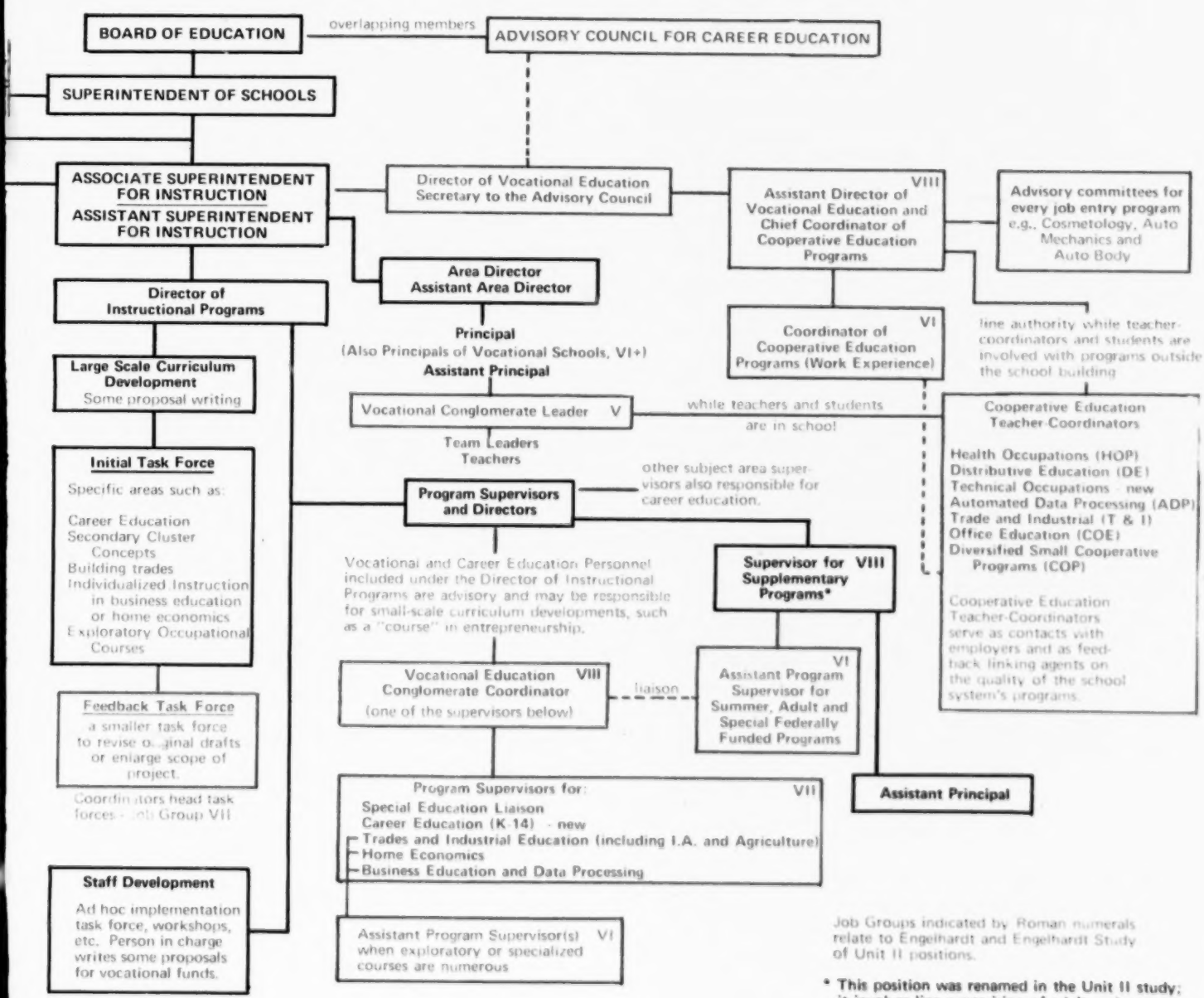
Factors involved in specifying the pay grades for strictly vocational Unit II positions in the instructional program, implementation, and vocational directorship sectors were:

1. Special knowledge and skills necessary to perform well in that position.
2. Previous experience required.
3. Scope and complexity (including policy involvement).
4. Initiative and creativeness desired.
5. Working contacts (both within and outside the school system).
6. Judgment responsibility.
7. Supervisory responsibilities.

THE PLACEMENT OF CAREER EDUCATION (INCLUDING VOCATIONAL EDUC
IN THE IMPENDING 1972-1973 STAFFING PATTERN FOR ANNE ARUN


BOARD OF EDUCATION
overlapping members
ADV
Administrative Assistant
Staff Relations
Planning and Evaluation
Community Relations
Information Officer
SUPERINTENDENT OF SCHOOLS
ASSISTANT SUPERINTENDENT IN ADMINISTRATION
Use consultant help in planning vocational facilities or summer committees in advisory capacity.
DIRECTOR OF PERSONNEL
ASSOCIATE SUPERINTENDENT FOR INSTRUCTION
ASSISTANT SUPERINTENDENT FOR INSTRUCTION
Director of Voc
Secretary to the
Educational Research
Pupil Services Director
Director of Instructional Programs
Area Direct
Assistant Area D
Principal
(Also Principals of Vocatio
Assistant Princ
DIRECTOR OF MANAGEMENT AND FISCAL SERVICES
Large Scale Curriculum Development
Some proposal writing
Vocational Conglomera
Team Leade
Teachers
One person (or equivalent) needed for research, demographic data analysis, evaluation, and information retrieval and dissemination. Director of Vocational Education and career education supervisors should use services of this "group."
Supervisor of Guidance
Program Superv
and Director
Fiscal Office
Budget Office
Purchasing and Property Control
Data Processing Management Office
Initial Task Force
Specific areas such as:
Career Education
Secondary Cluster Concepts
Building trades
Individualized Instruction in business education or home economics
Exploratory Occupational Courses
Vocational and Career Ed
included under the Direct
Programs are advisory an
for small-scale curriculum
as a "course" in entrepre
This person has vocational guidance responsibility in the broad spectrum of career education. Special vocational counselors may be under Area Directors.
Vocational Educa
Conglomerate Coord
(one of the supervisors
A vocational (or federal programs) internal auditor is needed for fiscal management and aid in long-range plan drafting. Director of Vocational Education now doing this work to a large extent.
Coordinate or consolidate research and evaluation functions with an enlarged "educational research" area to serve vocational education.
Cooperative education programs may supplement additional staff needed. Consider shifting a data processing teacher to this department to serve as "employer" in cooperative education.
Vocational education may have to hire a programmer or systems analyst.
Feedback Task Force
a smaller task force to revise original drafts or enlarge scope of project.
Coordinators head task forces - Job Group VII
Program Superv
Special Education Liais
Career Education (K-14
Trades and Industrial E
Home Economics
Business Education and
Staff Development
Ad hoc implementation task force, workshops, etc. Person in charge writes some proposals for vocational funds.
Assistant Program Supe
when exploratory or spe
courses are numerous

F CAREER EDUCATION (INCLUDING VOCATIONAL EDUCATION) PERSONNEL
NDING 1972-1973 STAFFING PATTERN FOR ANNE ARUNDEL COUNTY


BOARD OF EDUCATION
overlapping members
ADVISORY COUNCIL FOR CAREER EDUCATION
SUPERINTENDENT OF SCHOOLS
ASSOCIATE SUPERINTENDENT FOR INSTRUCTION
ASSISTANT SUPERINTENDENT FOR INSTRUCTION
Director of Vocational Education
Secretary to the Advisory Council
VIII
Assistant Director of Vocational Education and Chief Coordinator of Cooperative Education Programs
Advisory committees for every job entry program e.g., Cosmetology, Auto Mechanics and Auto Body
Director of Instructional Programs
Area Director
Assistant Area Director
Principal
(Also Principals of Vocational Schools, VI+)
Assistant Principal
VI
Coordinator of Cooperative Education Programs (Work Experience)
line authority while teacher-coordinators and students are involved with programs outside the school building
Large Scale Curriculum Development
Some proposal writing
Vocational Conglomerate Leader V
Team Leaders
Teachers
while teachers and students are in school
Cooperative Education Teacher-Coordinators
Health Occupations (HOP)
Distributive Education (DE)
Technical Occupations - new
Automated Data Processing (ADP)
Trade and Industrial (T & I)
Office Education (COE)
Diversified Small Cooperative Programs (COP)
Cooperative Education Teacher-Coordinators serve as contacts with employers and as feed-back linking agents on the quality of the school system's programs.
Initial Task Force
Specific areas such as:
Career Education
Secondary Cluster Concepts
Building trades
Individualized Instruction in business education or home economics
Exploratory Occupational Courses
Program Supervisors and Directors
other subject area supervisors also responsible for career education.
Supervisor for VIII Supplementary Programs*
Vocational and Career Education Personnel included under the Director of Instructional Programs are advisory and may be responsible for small-scale curriculum developments, such as a "course" in entrepreneurship.
Feedback Task Force
a smaller task force to revise original drafts or enlarge scope of project.
Coordinators head task forces - Job Group VII
Vocational Education Conglomerate Coordinator VIII
(one of the supervisors below)
liaison
VI
Assistant Program Supervisor for Summer, Adult and Special Federally Funded Programs
Program Supervisors for: VII
Special Education Liaison
Career Education (K-14) - new
Trades and Industrial Education (including I.A. and Agriculture)
Home Economics
Business Education and Data Processing
Assistant Principal
Staff Development
Ad hoc implementation task force, workshops, etc. Person in charge writes some proposals for vocational funds.
Assistant Program Supervisor(s) VI
when exploratory or specialized courses are numerous
Job Groups indicated by Roman numerals relate to Engelhardt and Engelhardt Study of Unit II positions.
* This position was renamed in the Unit II study; it involves line supervision of adult and summer programs.

Suggested pay grade levels refer to the job groups presented on pages 21, 22, and 26 of the Unit II Position Study submitted to Anne Arundel County in July, 1972, by Engelhardt and Engelhardt in association with W. K. Williams and Company of New York City.

Positions in the Non-instructional Sector

Two positions (not of Unit II) may be added to facilitate the shifting of some responsibilities from the Director of Vocational Education to the Director of Management and Fiscal Services. Flexibility in the type of supplemental manpower desired should be allowed the Director of the Fiscal and Budget Offices, and the Data Processing Section. The two positions are outlined below:

1. Internal Auditor and Budget Analyst

   This position may cover:

   a. Other areas than vocational education. This person would prepare budget portions of long-range plan documents and program proposals in submission-ready form for the Directors of Vocational Education and Instructional Programs. The criterion of submission-readiness would be established by the Director of Vocational Education or the individual requesting aid.

   b. This person would gather inventory and expenditure data from the Area Directors, the Chief Coordinator of Cooperative Education Programs, the Director of Instructional Programs, and other sector managers. Timely budget reports on vocational expenditures would be submitted to the Associate Superintendent for Instruction and the Director of Vocational Education to aid in budget control.

   c. Simulated budgets would be produced at the request of the Director of Vocational Education or Associate Superintendent of Schools in order to explore solutions to problems revealed through research and evaluation efforts in career education.

2. Data Processing Specialist

   This position requires teaching experience in data processing or equivalent ability to work with cooperative data processing students. A knowledge of computer languages currently used in the Data Processing Management Office is also needed. It would be preferable if this person had experience in budget proposals for a vocational area.

a. The data processing specialist would aid the internal auditor and budget analyst by creating programs to relieve the man-hours needed in proposal preparation and planning.

b. At the discretion of the Director of Management and Fiscal Services, the data processing specialist could be assigned diverse programming responsibilities related to system problems. The specialist may service the educational research and evaluation sector.

c. This individual would attend programming courses at the will of the Superintendent, and not be assigned regular classes of instruction. He will serve the role of the "employer" in a cooperative education program for data processing. He is hired on the primary basis of his analytical and programming ability. His ability to work with students is also of importance, but secondary. This position is not a tenure position.

The Data Processing Management Office overlaps responsibility with Educational Research in the research and evaluation sector. The resolution of manpower in these two areas is a subject for a study of the overall administrative organization for the system. It is obvious that a person must supervise the computer division. The Unit II Study on pages 4 and 18 describes the position of Coordinator of Educational Information Systems. This position could remain as stated for serving under the manager of the Data Processing Management Office, or be transferred to the research and evaluation sector.

Positions in the Research and Evaluation Sector

One person could be funded in this sector for career education purposes. The sector should service all aspects of the curriculum however. It is suggested that the position of Director of Research and Evaluation be established outside of the Unit II scope. The general duties of the position would be to design and operate project and systemwide evaluation, giving feedback to the Associate Superintendent of Instruction (or Superintendent of Schools) on the results of the educational endeavors of the County. (Administrative research would logically require the Director to report to someone else than as presently planned.) This Director would also be charged with information retrieval from extra-system sources, national, state, and regional. Demographic and labor outlook statistics would also be gathered to aid the Director of Vocational Education in long-range planning. This Director might have the Coordinator of Educational Information Systems under his jurisdiction if that Coordinator did more than bookkeeping operations.

The Director of Research and Evaluation would assume duties such as:

1. Maintain current contacts with information sources on employment trends.

2. Assist system library personnel in receiving disseminated materials through the State Research Coordinating Units and the Educational Resources Information Center Clearinghouse on Vocational and Technical Education at Ohio State University. This involves maintenance of a microfiche collection and contact with vocational researchers. (This person would serve a role in dissemination to other sectors of administration.)

3. Keep abreast of vocational research and evaluation paradigms by participation in AVA and AERA activities.

4. Maintain close coordination and supply requested information to the Maryland Research Coordinating Unit and the Department of Planning, Evaluation, and Research.

5. Conduct and design an ongoing educational needs assessment program for the County.

6. Provide formative and summative evaluation for projects under the Director of Instructional Programs.

7. Provide certain sections of the long-range vocational educational plan dealing with needs of students and employment prospects. The Director of Vocational Education shall determine the criteria on which the adequacy of these reports shall be judged.

8. Review the credentials and qualifications of all evaluation consultants hired for project evaluation when there is a need for additional manpower.

Qualifications for the Director of Research and Evaluation are presently not subject to State Certification under Section 617 of "Requirements for Certificates." If the position becomes an Assistant Superintendent, Section 617:11 applies. We suggest the following qualifications:

1. Three years of successful teaching experience.

2. Possession of a Master's Degree and at least actively pursuing a program leading to the Ph.D. or Ed.D. with some concentration in evaluation and measurement. If the candidate lacks familiarity with computer programs in analysis of variance, covariance, multiple regression analysis, factor analysis and other intermediate level statistical measures, an Assistant Director may be needed. Such a technical assistant can be obtained from certain Master Degree programs. Assistance could also be obtained from the guidance sector.

3. Have demonstrated the ability to conceptualize research and evaluation design options.

4. Have some awareness of the field of research utilization and dissemination paradigms.

5. Be willing to attend workshops and training sessions at system expense to gain greater expertise in areas of research and evaluation.

Positions in the Guidance Sector

Some technical expertise in evaluation and measurement, especially in the field of psychometrics, could be shared with the Data Processing Management Office and the Director of Research and Evaluation suggested for educational research. If such talents do not exist at present, thought should be given to hiring a program supervisor in guidance or a psychologist with such capabilities. The systemwide testing program and data processing can sometimes be best interpreted to local school personnel through guidance offices.

No new positions are needed for vocational education except that occupational awareness be examined closely in replacement personnel or additional staff hired under the Unit II position of Counselor (pp. 35-37 in the previously mentioned study). The ability to converse with employment security counselors is needed in every area. The Supervisor of Guidance should insure that new counselors are well versed in various occupational tests. Inservice training sessions, in cooperation with the state and unions, should give all counselors up-to-date knowledge in procedures of entering occupations of a wide variety.

It could eventually develop that vocational counselors based at the regional vocational schools could serve as resource counselors to all schools in the area.

Positions in the Instructional Program Sector

The proposed Director of Instructional Programs should have assistance or skills in proposal writing for vocational funds under his jurisdiction.

The Coordinators of Task Forces should be drawn from the ranks of supervisors or teachers. The assignment is a temporary assignment with a Job Group pay scale of VII. In cases where the coordinator was in a higher job group, there should be no decrease in pay. The substitution of task force duties for normal supervisory duties should require no increase in pay for program supervisors under Job Group VII (see p. 22 of the Unit II Study). In case the duties of a task force coordinator (such as a Feedback Task Force of small time consumption) are added to normal supervisory responsibilities, the job group could be raised to VIII for the duration of special assignment.

Staff development personnel must share an awareness of research utilization theory with the Director of Research and Evaluation. The art (or science) of the change agent role, such as that pioneered by the County Agricultural Agent, is developing into a sophisticated educational profession deserving study, skills, practice, and inherent abilities. Associated with this ability to help people who have needs are non-threatening behaviors, efficient information retrieval systems, respect, ability to help diagnose needs, and resources to evaluate trial solutions. Inservice training of staff development personnel is available from several agencies, one being the Social Science Education Consortium. The system should support attendance at such workshops. The techniques of research utilization agents can work across discipline lines. Vocational education is committed to the sophisticated attack on the problem of resistance to change among educators, farmers, housewives, and workers in all categories. The Research Coordinating Unit was established to aid dissemination as well as to conduct research.

The Supervisor for Supplementary Programs, a new title recommended in the Unit II Study for the Supervisor of Adult, Summer, and Driver Education Programs, remains as structured in the Unit II Study, on pages 4, 64, and 65. As recommended, his pay classification is Job Group VIII. Under this person should be an Assistant Program Supervisor for Summer, Adult, and Specially Funded Programs. Such programs would be such as those under the Manpower Development and Training Act. The prospects of administering specially funded state, county, and industrial training programs will increase in the future. Possibly more than one assistant supervisor will be needed. The special programs should provide funds for administration and not add the burden of salary to the district's budget. This position should not be a tenure position, but for the duration of special projects, except for one assistant supervisor who is definitely needed for vocationally-oriented programs. The adult education concerns of the Supervisor for Supplementary Programs could be delegated to his assistant. The assistant's pay grade level shall be in Job Group VI as suggested in the Unit II Study. His duties would be more administrative than subject centered. The Vocational Conglomerate Coordinator shall supply the Assistant Program Supervisor with curricular ideas and suggested program. The Director of Instructional Programs will have jurisdiction over program offerings and special projects undertaken by the Supervisor for Supplementary Programs.

A problem with the overall organization pattern is revealed by the organization domain chart presented on page 13 in Chapter II. Note that this supervisor has control over a special area of the implementation sector (yellow).

The specialized supervisory expertise for occupational education lies within the Vocational Education Conglomerate, headed by a Coordinator in Job Group VIII. This is a new position to be added to the Unit II Study. Essentially, the present Director of Vocational Education has filled this slot, a situation giving rise to many problems.

The VOCATIONAL EDUCATION CONGLOMERATE COORDINATOR, more appropriately called the Occupational Education Conglomerate Coordinator, will coordinate the curricular development efforts and planning for all disciplines in the occupational conglomerate. The area of jurisdiction is for in-house programs only, although adult education and possible evening classes for cooperative students could be influenced through the above Assistant Program Supervisor. The Coordinator would serve as a department head of supervisors in the following areas:

Special Education Liaison

Career Education

Trades and Industrial Education
(including industrial arts and agriculture)

Home Economics (occupational and consumer)

Business Education and Data Processing

Duties would involve:

1. Design and manage broad curricular review of courses offered in occupational education, especially in the secondary schools.

2. Be responsible for supervising all interdisciplinary courses bridging the capabilities of supervisors in the conglomerate.

3. Communicate regularly with the Director of Vocational Education and the Chief Coordinator of Cooperative Education Programs in order to receive evaluation on the adequacy of in-house programs.

4. Help prepare proposals for new programs and aid the Director of Vocational Education in Long-Range Planning.

5. Serve as an Acting Director of Vocational Education upon designation by the Associate Superintendent for Instruction upon prolonged absence of the Director.

6. Suggest curricular options and assign specialists to work with the Assistant Program Supervisor for Summer, Adult, and Specially Funded Programs.

7. Assign, upon request of the Director of Instructional Programs, specialists to committees or task forces not within the conglomerate. Such committees may be in other administrative sectors, such as one under the Assistant Superintendent in Administration.

8. Evaluate and provide career guidance to members of the conglomerate. Assistant Program Supervisors would be evaluated with the assistance of the full program supervisor.

9. Present to the public and Board of Education, on occasion, explanations of the existing career education program.

10. Arrange for student orientation of career education programs and serve as liaison with the Guidance and Implementation Sector when an overall view of occupational education is desired.

The employment qualifications for the Vocational Education Conglomerate Coordinator are the revised (9/72) State requirements for supervisors, and should include performance as a conglomerate supervisor (or an assistant program supervisor for supplementary programs) in Anne Arundel County, or a similar position in another district. Experience outside of Anne Arundel that would be suitable could be:

Director of Occupational Education

Chairman of a Department of Occupational Education

Vocational Guidance Counselor with broad curricular training and expertise

Assistant Superintendent for Instruction

State Certification and qualification requirements can be interpreted to mean the following, under Sections 612:2 and 617:12:

1. Eligibility for an advanced professional certificate.

2. Hold a Master's degree plus 15 semester hours of graduate credit or work experience.

3. Three years of successful teaching experience with an additional two years of teaching, administrative, or work experience in an occupational area.

4. Graduate courses as part of Item "1" and, in addition, 18 semester hours in supervision (preferably including change agent training); 12 semester hours in curriculum and evaluation, and 15 semester hours in career education courses.

PROGRAM SUPERVISORS for Special Education, Career Education, Trades and Industrial Education, Home Economics, and Business Education and Data Processing shall have the same job description as listed in the Unit II Study on pages 46-48, with an additional qualification requirement of two years of teaching, administrative, or work experience in the field of supervision. The Trades and Industrial Education Supervisor should be able to credit experience and training in Trades and Industrial, Agriculture, and/or Industrial Arts, since this supervisor has charge of all these programs. As recommended in the Unit II Study (p. 22), these supervisors should be in Job Group VII. Since Industrial Arts is part of Trades and Industrial under this plan, the addition of Career Education will not create more supervisor positions. However, the Trades and Industrial supervisor will have assistant supervisors to aid him in covering the numerous programs under him.

The Career Education Supervisor is a new position, with no precedent in certification. This position is the one position allowing broad latitude in background within the vocational or occupational conglomerate. Any teacher or counselor having a broad background or awareness of occupational opportunities should be eligible for this position. It would be an advantage for this person to exceed State requirements in supervision and curricular areas. Sociology, economics, and political science can count as content for this person.

The Special Education Liaison Supervisor is one of the Assistants in Special Education, renamed in the Unit II Study as Specialist in Special Education (Job Group V). This supervisor should enjoy the same stature and pay of the other conglomerate supervisors. The person should have been a Specialist in Special Education and will still retain most of the duties of such a specialist, but only in areas pertaining to occupational training. This Special Education Liaison Supervisor will also have the following special duties:

1. Conduct inservice training and counseling for vocational teachers in the handling of special education students within heterogeneous classes of vocational entrant students.

2. Concentrate evaluation and proposal writing on a target student population, rather than a specific cluster of occupational skills.

3. Aid the Director of Vocational Education in reaching more handicapped students through dissemination, evaluation, proposal writing, and aiding program implementation.

4. Chair any curriculum development projects specifically for special education students and adapt units in other curricula to students having special needs beyond the normal expectations of occupational teachers.

The Special Education Liaison Supervisor reports to the Vocational Education Conglomerate Coordinator. In the future, a Special Cooperative Teacher-Coordinator may have to be assigned to special education students in cooperative programs. Until that time, some of this supervisor's time should be given from the instructional program sector to the vocational directorship sector.

Assistant Program Supervisors, as described in the Unit II Study, will be assigned to supervisors having an especially heavy work load, or who are on special assignment, such as a task force. Assistant program supervisors are to be in Job Group VI.

Positions in the Implementation Sector

Principals of vocational schools shall be under the same salary structure as other principals. They shall report to the area directors, just as do other principals in the area. However, the vocational students need not come from the normal area of attendance. Because of varying programs, students may elect to take a program far from their home if transportation can be arranged by the County at reasonable cost.

For every comprehensive high school, the new position of the Vocational Conglomerate Leader is suggested, in Job Group V. This position is parallel to the Vocational Education Conglomerate Coordinator in the instructional program sector, but is at the local level. The Conglomerate Leader is selected from team leaders or department heads of the following programs:

Business

Data Processing

Trades and Industrial Education

Industrial Arts

Agriculture

Home Economics

Special Education

The conglomerate leader's duties and teaching load cannot be specified with clarity, since area directors and principals have not developed an areawide, or systemwide scheme for departmentalization. It is entirely possible that the conglomerate leader could still remain a team leader of a skill area.

In general, the conglomerate leader should help develop interdisciplinary cooperation among occupational departments. New courses should be developed; special education students should be scheduled into regular programs. Scheduling of all occupational courses shall be influenced by the conglomerate leader. The conglomerate should eventually function as a super department in curricular matters. Teacher supervision and discipline control shall be left to the team leaders in their own subject area.

Cooperative Education Teacher Coordinators would be responsible to the conglomerate leader while in school. However, when performing duties at the employer's site, the teacher-coordinator is responsible to his superior in another administrative sector - the vocational directorship sector.

If scheduling problems at the home school interfere with a student's participation in cooperative education, the student should be considered the ward of the district and reassigned to another school if willing.

Positions in the Vocational Directorship Sector

The Director of Vocational Education (or Director of Occupational Education) under the suggested plan serves mainly as an advisor to the Associate Superintendent for Instruction. The Director also has an assistant who is the Chief Coordinator of Cooperative Education Programs, thereby giving a small implementation or line function to the Director of Vocational Education. Since cooperative education will be handled mainly by the assistant director, the following position description deals mainly with the staff advisory position:

1. The Director of Vocational Education will be the official agent of contact for vocational funding through the State agency. Essentially, the Director of Vocational Education signs and approves documents for the Associate Superintendent for Instruction as a member of the latter's staff. The Director compiles and submits the long-range vocational education plan to the State.

2. The Director can request services of and reports from all occupationally-related personnel through the office of the Associate Superintendent for Instruction. For the non-instructional sector, the request essentially can go through the Superintendent's office if there is a breakdown in communication or service.

3. The Director advises the Associate Superintendent in the direction and administration of the total program of occupational education, which is a part of the total career education program. For kindergarten through grade six, the Director of Instructional Programs will have more authority in advising the Associate Superintendent, but the Director of Occupational Education should be consulted.

4. The Director of Occupational Education shall be responsible for writing job descriptions for Supervisors and Assistant Supervisors in the Vocational Education Conglomerate, advise on the job description of the Assistant Program Supervisor for Summer, Adult, and Specially Funded Programs. This insures communication and input into the instructional program sector from the vocational directorship sector. The Director of Instructional Programs should be consulted when job descriptions for occupational supervisors are written. The Associate Superintendent for Instruction will referee disputes.

5. The Director of Vocational Education will write job descriptions for all personnel within the vocational directorship. The vocational conglomerate leaders will be consulted on the descriptions for Cooperative Education Teacher-Coordinators. THE JOB DESCRIPTION FOR THE VOCATIONAL CONGLOMERATE LEADERS WILL BE WRITTEN BY THE ASSISTANT AREA DIRECTORS, since the leader also serves feeder schools of the high school. (For Vocational Schools, the principal or assistant principal replaces the role of a vocational conglomerate leader.)

6. The Director of Vocational Education, through the office of the Associate Superintendent of Instruction, holds ultimate authority in matters pertaining to course offerings, utilization of personnel, the selection and purchase of vocational instructional materials and equipment. The Director maintains budget control at the operational level through the Associate Superintendent's office, with the aid of the Internal Auditor and Budget Analyst in the non-instructional domain.

7. The Director works with the Associate Superintendent, Area Directors, Director of Instructional Programs, and the Pupil Services Director in developing improvements for the existing career education program.

8. The Director uses the directorship staff and educational research and evaluation to evaluate the needs and adequacy of the existing occupational program.

9. The Director maintains communication with those agencies supplying pertinent information for long-range planning in occupational education.

10. The Director serves as a non-voting secretary to the Advisory Council for Career Education in Anne Arundel County. He will interpret the existing program to the council and relay any recommendations from the council to the Associate Superintendent for Instruction.

11. The Director will organize public interpretation of the occupational program for the Superintendent's office.

12. The Director will be responsible for writing some proposals and for approving all career education proposals for outside funding. The Director should be consulted on all proposals for local funding to insure compatibility with secondary programs. All secondary (grade seven through twelve) and adult programs in occupational education should be approved by the Director of Occupational Education; this includes non-vocational home economics and industrial arts courses. The Director will solicit aid from the instructional program sector when reviewing programs or proposals. The proposals for staff development, as well as pupil learning, are subject to the above guidelines.

13. The Director shall advise the Superintendent of Schools in matters pertaining to maintaining legally required records and data. The non-instructional sector offices will actually do the time-consuming work.

14. The Director shall have complete authority over the Cooperative Education Program in design and operation.

Requirements for the position would include State Certification and qualification for supervisory status. It is suggested that the individual be a Doctorate-level graduate or be enrolled in such a degree program. The person should have had experience as a Director of Occupational Education or have served as a supervisor of occupational (preferably as a conglomerate coordinator) or cooperative education. The position is not a Unit II position and receives pay beyond Step 10 of Job Group VIII.

The Anne Arundel Advisory Council for Career Education is suggested to have some members of the Board of Education in its own membership. This insures that the intent of the Advisory Council is not lost in the professional communication channel through the Director of Vocational Education, the Associate Superintendent for Instruction, and the Superintendent of Schools. The Director should function as an executive secretary, preparing the agenda, writing reports and summaries for the group as needed.

The Advisory Council is a group of individuals not on the staff of the public schools of Anne Arundel County. The functions of the council include:

1. To provide advice on which programs should be offered within the occupational curriculum.

2. To provide channels of communication which may yield expert advice from governmental agencies and employers in regard to prospective program planning and existing program review.

3. To serve as a contact with county and regional planners and the school system in matters pertaining to industrial growth and labor supply.

4. To gain possible industrial and community support for career education programs.

5. To serve as a contact with the public in order that the Board of Education can better sense the priorities held in the minds of the citizens of the County.

6. To serve as a formal outlet for student evaluation of ongoing programs.

Membership on the Committee should take advantage of the strategic location of the County. A State officer connected with economic development and/or a County planner, should be represented. Residents of the County should be on this Council, but a diverse background should be insured from management, unions, non-unionized labor, small business, employment security, apprenticeship agencies, the professions, and trades. No more than 11 members should be chosen from the State government and the County. It is suggested that all student vocational clubs and the student councils form a student advisory group which would select two representatives to be Advisory Council members during their senior year. Recent graduates should be represented on the Council, but more importantly, on the advisory committees yet to be discussed. Membership should be for three years, with staggered terms. Some members may remain longer by virtue of their office. Student members shall have a term of one year.

The Advisory Council needs to be prodded into activity by the Director of Vocational Education. Members must understand that the Council is advisory only and that the Board of Education has final decision-making power. The stature of the Director of Vocational Education must be high in order to attract high calibre members to this Council. Members of the Superintendent's staff may sit as observers in meetings of the Advisory Council, which should meet at least ten times a year - with significant topics for discussion.

The Board of Education may direct assignments to the Advisory Council for study and may allocate funds for such special investigations. Members are appointed by the Superintendent of Schools and confirmed by the Board of Education. In the case of student members, the student advisory group shall suggest a list of students as nominees for appointment to the Superintendent of Schools.

The Assistant Director of Vocational Education also serves as the Chief Coordinator of Cooperative Education Programs. Last year there were 481 students receiving instruction in work situations under the guidance of teacher-coordinators. Although the program requires low pupil loads for the teacher-coordinators, Federal funding and the use of the teacher-coordinators as evaluators of ongoing programs and placement personnel, reduces the apparent cost per student. Student earnings alone contributed $140,000 in taxes to the agencies supporting the program. The teacher-coordinator, being in constant contact with potential employers, is in an excellent position to aid the guidance sector in setting up a placement service with follow-up on all graduates.

The Assistant Director of Vocational Education is an excellent contact agent for special employer-initiated projects sometimes handled in the past by the Superintendent's office or Board of Education members.

The position names of the Chief Coordinator and the Coordinator should be changed from those given in the Unit II Study. "Work experience" has the connotation of students holding part-time jobs not necessarily related to their career objectives. "Work study" indicates that financial assistance is the main goal, rather than instructional experience for occupational training. The term "cooperative vocational education program" is defined as a well coordinated instructional program in school and on the job. In some cases, a less desirable situation exists - where the employer provides all the occupational training and where the school has only academic courses. The employee's experience is under strict control of the teacher-coordinator in any case. The Cooperative Education area will include:

Health Occupations

Distributive Education

Technical Occupations (as may arise in the future)

Automated Data Processing

Trade and Industrial

Office Education and Diversified Small Cooperative Programs

The job description in the Unit II Study (pp. 33-34) will serve well, except that the title should be changed to Coordinator of Cooperative Education Programs. The job group is VI when the person supervises teacher-coordinators only. As the programs expand, there may be a need for more Coordinators than at present. The programs are to be administered on a countywide basis, not an area basis.

From among the Coordinators of Cooperative Education, the Superintendent of Schools shall select a Chief Coordinator of Cooperative Education. The chief coordinator will have additional duties as an Assistant Director of Vocational Education and should have a pay class of Job Group VIII. Special duties of the Chief Coordinator/Assistant Director include:

1. Serve as a confidential contact for prospective employers who would rather deal with only one coordinator due to the size of the employer or to the nature of need.

2. Serve as a supervisor for Coordinators and Teacher-Coordinators to whom employers may turn.

3. Upon designation by the Associate Superintendent for Instruction, serve as Acting Director of Vocational Education upon a prolonged absence of the Director.

4. Suggest curricular options for cooperative student participation in evening courses in the Adult School. Suggestions shall be made through an informal communication channel with the Vocational Conglomerate Coordinator.

5. Serve as an executive secretary, or appoint a coordinator in his place, to Advisory Committees for each occupation program, whether or not cooperative education is being offered for that program.

6. Deliver periodic program evaluation reports to the Director of Vocational Education and design a system to gather supporting data from teacher-coordinators. These reports shall be on all programs which involve junior or senior students in cooperative education. The research and evaluation sector shall supply reports on programs not covered under this evaluation system.

7. Aid the Supervisor for Supplementary Programs and his assistant in areas of adult training, and assist in developing Industrial Training Programs.

8. Be responsible for ascertaining methods by which graduates can enter apprenticeship programs, dealership training programs, and national corporation schools.

The Advisory Committees

These committees, often called "craft committees" under Trade and Industrial programs, are composed of practicing managers and employees in the skill area of particular programs. Paul Sherck has published an excellent article on the management of these committees

in the April, 1972, American Vocational Journal (pp. 33-35). These committees do not set policy, but do help to keep courses relevant to current practices. The committees do not decide whether or not to continue a program, and are not created before the Advisory Council recommends, and the Board of Education votes, to establish such a program in view of manpower needs. At that point, the Director of Vocational Education nominates to the Superintendent of Schools, members for the committees for a term of two years (one for students). It is suggested that recent graduates form part of the committee, and one student be chosen as a non-voting member from the vocational club or clubs containing membership of the students in the particular programs. All instructors and teacher-coordinators should be invited to attend the meetings in order to exchange information with practitioners in the field. Labor, industry, and entrepreneurs should be represented, along with recent graduates and a student. There should be no more than 11 members.

Cooperative Education Teacher-Coordinators

These teachers are subject to Certification requirements by the State. Nationally, they have earned a reputation as the elite of vocational teachers, since they must not only earn the respect of students and other teachers, but also must be respected by employers. The duties, aside from those now assumed with students and employers, shall be broadened in two areas:

1. Teacher-coordinators will observe the adequacy and deficiencies in training of cooperative students in light of employer needs. Reports will be made to their Coordinator or the Chief Coordinator of Cooperative Education Programs. Such information will be used to suggest revision of in-house courses.

2. Teacher-coordinators will assist the guidance sector through the Assistant Director of Vocational Education in acting as field agents for a placement service to be incorporated into the vocational guidance system.

Their employment should be on a year-round basis, as with other administrators. Cooperative programs should continue through the summer.

Teacher-coordinators are an outreach of the school system. They can suggest nominations for the Advisory Council and Advisory Committees. They can interpret the career education to the public. Under no circumstance should these individuals be under the sole control of principals or area directors. They are quite often managed best on a systemwide basis according to specialty. When teaching within a school, they should respond to the wishes of the vocational principal or the vocational conglomerate leader.

Cooperative Vocational Education Students

While on the grounds of the school, the student is the responsibility of the principal of that school. The teacher-coordinator must respect this responsibility. When off school grounds and under cooperative employment, the student is the responsibility of

the vocational directorship. The assignment to a home school should allow the cooperative program to function smoothly, while granting the student adequate academic preparation. The Associate Superintendent for Instruction shall resolve all conflicts.

APPENDIX

The following document was submitted in limited quantity to the Superintendent of Schools for use in planning for his overall staff reorganization. The Interim Report is reprinted here for a matter of record and a summary of early thinking in this study. Revisions have been made which are apparent on the organizational charts.

AN INTERIM REPORT

FOR THE

STUDY OF ADMINISTRATIVE NEEDS

FOR

CAREER EDUCATION

IN

ANNE ARUNDEL COUNTY, MARYLAND

SEPTEMBER 1, 1972

Engelhardt and Engelhardt, Inc.
Educational Consultants
Purdy Station, New York 10578
(914) 277-3621

PREFACE

This interim report presents in highly condensed form the conclusions reached by the consultants after numerous interviews with local and state staff members. The final report will elaborate job descriptions for the positions listed and briefly described here.

The timing of this report is meant to give the Superintendent of Schools an idea of how the recommendations have taken into account the impending 1972-73 staffing pattern, as presented to the consultants on August 24, 1972. The impending staffing pattern is indicated in black on the accompanying chart; using this as a given pattern, the consultants have suggested an administrative structure for career education (labeled in red). It is the opinion of the consultants that the entire staffing pattern should be carefully evaluated during the next year or two.

It was originally thought that two structures could be suggested, one which would operate when the Board of Education decides not to give high priority to Career Education. However, only one major model of administration appears to serve the current needs of Anne Arundel County. The consultants feel that Career Education should receive high priority officially from the Board and that all system administrators should carry the burden of implementing activities germane to this priority.

Rather than enumerate "attributes needed by future personnel" as stated in the consultants' contract, this interim report will attempt to deal with a more immediate need of the Superintendent, a compatible organizational chart for staff reorganization. Duties discussed will imply attributes needed by personnel.

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What is Career Education?

To be meaningful or useful, the term "career education" must refer to a segment of education. The segment may be diffused through the curriculum, but in certain areas it becomes quite concentrated. Exploratory courses for junior high school students can deal with occupations almost exclusively. For some students, entrance into a vocation with an entry level skill will be the primary goal during high school years. The present vocational program falls within the domain of career education. Some students with vocational entry skills will go on to further education at technically-oriented community colleges, two-year technical institutes and proprietary schools. Such students usually will qualify for programs traditionally under the Director of Vocational-Technical Education.

Career education also serves those going on to four-year college programs (possibly leading to further study), but such college preparatory students often do not qualify as vocational students for federal funding purposes, unless they are in exploratory courses. Career educators, including counselors, should be held accountable for their students' success or failure in college, but not in the profession or occupation for which college preparation was necessary. This accountability doctrine presently distinguishes between a vocational (or pre-vocational student) and college preparatory students. If many graduates of Anne Arundel's Business Curriculum cannot type well, the system should be and is held accountable. However, college preparation has rarely been subjected to such accountability. At best, college preparatory accountability might be limited to selection of an appropriate college and performance in college, not beyond. Achieving a college degree leading to an occupation which can fulfill the desires of a student is possibly the major ultimate goal of a college preparatory curriculum.

Career education also can build in safeguards so that a student can find employment, without damaged ego, if he stops short of a goal which he may have had in his dreams. For instance, there is no reason why a college preparatory student could not be prepared for executive secretarial work in case he or she fails to obtain that college degree leading to such a field as social work. In fact, the student graduating with a bachelor's or master's degree in social work may not be able to find a job, and may need another skill in his repertoire to be gainfully employed.

In summary, Career Education is for all students. It is an attempt to give students enough information about themselves and opportunities so that students and their families can intelligently decide what life style and roles the student wishes to adopt in adult life. Since occupations influence much of our avocational opportunities - including community or local governmental work - all areas of the curriculum become involved.

Contrary to what some parents may think, career education does not conflict with learning basic skills and leisure time activities in fine arts and physical education. It may conflict with some optional goals, such as the in-depth study of the "Great Books," or not-so-great books as may often be the case. Although career education is not an exclusive priority, it should be considered formally as a priority for the system; otherwise the efforts of the career education administrators will probably be thwarted by lack of empathy or control in the proposed administrative structure.

The Domains of Administration

There are six career education areas found on the organization chart appended to this report. They are:

1. "Non-instructional" support personnel

   This area is short of personnel. Instructional personnel occupy too much of their time with matters that should not be under the supervision of the Associate Superintendent for Instruction. Three offices especially may need extra personnel; all are intended to be under the Director of Management and Fiscal Services:

   Fiscal Office
   Budget Office
   and the Data Processing Management Office

   Facility planning has taken an undue amount of time of instructional supervisors and will continue to do so, unless changes are made.

2. Research and evaluation support

   Now scheduled under the Associate Superintendent for Instruction

3. Guidance area

4. The domain of the Director of Instructional Programs
   4a - Developmental Task Forces
   4b - Program Supervisors

5. Director of Vocational Education and Cooperative Education

6. Implementation sector, through Area Directors and principals

   Each domain is now explained more fully.

1. Non-instructional personnel

This area is not included in the impending reorganization and will not be explored in this interim report except to mention that certain duties now performed solely by instructional supervisors or the Director of Vocational Education are impeding curricular efforts in the opinion of the consultants.

The use of outside consultants or summer workshops for in-house facility planning should be encouraged under the Assistant Superintendent in Administration. Supervisors should review plans and equipment specifications; all their time should not be absorbed with these tasks. For instance, the new vocational facilities have occupied the majority of the Trades and Industry Supervisor's time. Increases in programs and buildings will accentuate this problem. Dealing with State agencies will become time consuming when new construction is planned.

The preparation of long-range plans in vocational education should not engage the Director of Vocational Education in tedious bookkeeping or budget analysis operations. An assistant is needed for budgeting and audit control. Rather than have this person report directly to the Director, the appropriate place for such a person in a system with Career Education as a high priority, is under the Director of Management and Fiscal Services.

Data gathering, demographic analysis, evaluation, and justification for long-range plans should become more sophisticated. This can only occur when the Director of Vocational Education can have help. A systems analyst or programmer could be paid by vocational funds for the purpose of facilitating the "educational research" and curriculum development assessment of educational needs.

The data processing field is also taught as a vocational program. There is opportunity to use the school system as an employer for cooperative students. This would require added supervision for the students, yet would probably increase the output of the office. A past teacher of data processing with programming skills would be an excellent addition to the staff of the office to supervise students and help the Director of Vocational Education in automating long-range plan preparation, program evaluation and budget formulation.

2. Research and Evaluation Support

Justification for long-range plans is presently not sophisticated since the school system supplies job entrants to many distinct geographical, data gathering areas. The school system should synthesize conclusions from the data supplied by the various job markets served. The Director of Vocational Education handles this at present, among her other multifarious duties.

Information retrieval from ERIC and other sources on new programs is not well developed or staffed. There is a projected high growth in new programs which need development (without the aid of a task force). Program supervisors will need information of options concerning equipping shops and establishing course outlines which describe skills to be mastered. Supervisors, as well as task forces, need the help of a diffusion or dissemination person. Traditionally, the vocational

researcher has been given the responsibility of diffusion and dissemination. Research networks are geared for this in career education.

There are indications that the evaluation of career education programs is poor. Staff is practically non-existent for this purpose. Detached evaluators within the system have generally proven to be the best mode of internal evaluation nationally. These evaluators should monitor all aspects of career education, including follow-up studies of college preparatory students. They should not report to the Director of Vocational Education, but to the Director's supervisor. A well staffed evaluation arm serves as a feedback loop in any accountability system.

Some evaluators can work with task forces during developmental phases, giving "formative evaluation" services which are not threatening in any manner. Such evaluators would be assigned to report to the task force coordinator as a resource expert in evaluation and measurement.

3. Guidance Area

The actual method by which the quality of career guidance is maintained in each school is not clear in the impending reorganization. It may be best for the supervisor of guidance to distribute among the area directors, counselors with skills necessary for vocational counseling, ensuring a local selection of those who have less of a predisposition to college careers than do most counselors in our nation. It is an inappropriate pattern to place special vocational guidance counselors under the Director of Vocational Education, thereby creating an attitude of non-involvement in non-vocational counselors. The State Department of Education has its vocational guidance supervisor within the camp of general guidance. Staff development of counselors for career education will be a task for the Guidance Supervisor.

4a. Developmental Task Forces

All major developmental efforts will be under a person generally in charge of such efforts. Some assessment of needs is done here in absence of a well staffed research department. For instance, it was not the Supervisor of Research who determined a need for a Career Education Task Force, but it was primarily the Director of Curriculum in conference with other system leaders. This Director of Instructional Programs should be able to write federal proposals for exemplary or new programs under the state guidelines for vocational education. To hire an additional person to do this is overstaffing. In effect, under a Career Education priority, the Director of Instructional Programs should be expected to gain some "seed money" for curriculum development. After the program receives funding from local, state or federal sources,

the task force can then be organized. Some task forces do not need special funding if curriculum development is modest. For instance, to place a new program of graphic arts in the Vocational Long-Range Plan may require only a group of supervisors devoting a summer or a few weeks to the proposal. (Upon receiving funding, non-instructional and instructional staff must be organized for such a new program involving new facilities or remodeling.)

After a curriculum is developed, dissemination through staff development is begun. A new staff development task force is organized. This "change agent" role of the staff development team is crucial to the success of career education in Anne Arundel County. In fact, the administration of funding and training of personnel is the main task of the career education administrative network. Of course, continual assessment of needs gives direction to this development effort.

Some of the old curriculum development task force may remain to revise or extend the original program. Needs change; programs should follow suit.

When these task forces are career or vocational education in nature, the Director of Vocational Education can advise the Associate or Assistant Superintendent for Instruction on some vocational supervisors who may be assigned temporarily to the ad hoc task force. Coordinators of a task force should be compensated temporarily as Job Group VII, possibly with some kind of a bonus for added duties if they had been in Job Group VII.* Coordinators go back to their prior positions upon the abandoning of the task force or upon shift of management.

4b. Program Supervisors

The Director of Instructional Programs not only has the two domains of development, but also maintains a staff of resource persons who assist where technical expertise and experience are needed. Depending upon personality attributes, some supervisors could aid in reviewing non-instructional work (budget, etc.), curriculum and staff development, proposal writing, and in maintaining some assessment of quality over on-going programs. Curriculum innovations can originate at this level and administration of program supervisors should allow for this.

One of the major needs of career education in Anne Arundel County is to develop interdisciplinary programs among what may be termed the vocational education conglomerate. In other geographical areas, the term "occupational education" is used to signify the broadened nature of the grouping; in such usage, "occupational education" includes special education, but is not restricted to it. The amalgamation of

* Note: Job groups refer to the July 1972 Engelhardt and Engelhardt report entitled, "Study of Unit II Positions: Classification and Salary Plan."

industrial arts with vocational education is one desirable curricular goal facilitated by such organization. Home economics has never been separated from the vocational camp in the same manner industrial arts has been separated. Career education brings these disciplines of teaching back together. (Career education clusters all disciplines; the occupational or vocational conglomerate focuses on a smaller group of supervisors.)

The program supervisors having especially heavy loads or who have been assigned to developmental task forces, should have assistant program supervisors. Supervisors would be in Job Group VII and assistant supervisors in Job Group VI.

It is suggested that the vocational conglomerate be composed of supervisors from the following disciplines. (The Director of Vocational Education may suggest additional supervisors as other programs develop. The Associate Superintendent for Instruction would evaluate such suggestions.)

Special Education Liaison (Handicapped)

Career Education (K-12) and liaison with post-high school two-year programs

*Trades and Industrial Education (including Industrial Arts and Agricultural Education)

*Home Economics
(Occupational and Nonoccupational)

*Business Education and Data Processing

Those supervisors marked with asterisks should have at least one assistant supervisor.

One of the existing supervisors should be designated by the Associate Superintendent for Instruction as the Vocational Education Conglomerate Coordinator. This appointment may be temporary, but would involve a raise in pay to Job Group VIII. This person would coordinate the development of an individualized, flexible, and interdisciplinary approach in exploratory and specialized vocational programs. The coordinator's role would be to aid elementary programs through designating appropriate resource personnel for particular problems. For junior high (or middle school) programs, the interdisciplinary nature of the conglomerate is highly important. For high school programs, courses such as entrepreneurship might be developed through the guidance of the coordinator in conjunction with business, social studies, and trade and industrial supervisors.

Reporting directly to the Conglomerate Coordinator should be an Assistant Program Supervisor for special programs in vocational education. Summer schools, adult education programs, and special federal programs assigned to the school system would be the responsibility of the assistant program supervisor in Job Group VI. If duties become heavy, the job can be upgraded to Job Group VII, with an assistant in Group VI.

Any program supervisor elevated to the position of Vocational Conglomerate Coordinator should have an assistant program supervisor assigned to the specialty served by that person. (An exception might arise if the Vocational Conglomerate Coordinator happened to be a supervisor of a small discipline, such as agriculture or data processing. However, such disciplines are not given separate supervisors in the current recommendations.)

The Director of Instructional Programs has authority over conglomerate supervisors through the Conglomerate Coordinator, lessening the number reporting to the Director.

5. Director of Vocational Education and Cooperative Education

Note that the Director of Vocational Education does not have immediate control over supervisors of in-house programs in the suggested organization. Control must be exerted through generalists, including the immediate supervisor of the Director of Instructional Programs. This serves two purposes in a system with career education as a high priority.

1) It allows priorities to be established to implement needed programs smoothly. These priorities are based on high-level decisions with communication through the Advisory Council for Career Education and various regional and state agencies.

2) It allows the Director of Vocational Education to evaluate the success of the ongoing programs of vocational education, as well as to suggest plans for new programs. That is, the Director of Vocational Education must be able to influence not only the developmental phase of curriculum but to assess operational programs.

The Director also has line authority over one phase of vocational education, the out-of-school activities under cooperative education. The Director reports to the Associate Superintendent of Instruction in advisory capacity, but also in a line relationship with regard to Cooperative Education (just as do Area Directors for in-house instruction).

The placing of Cooperative Education under the Director of Vocational Education serves two purposes:

1) It centralizes employer contacts and broadens employment opportunities throughout the Washington-Baltimore area. Area Directors would function poorly in this regard.

2) The cooperative teacher-coordinators in schools are an ideal data-gathering staff on the adequacy of in-house programs. This feedback serves quality control efforts superbly at the system level. The coordinators can relay information on job opportunities, need for introduction of new units of instruction, and possible structuring of adult or cooperative education courses for increasing job efficiency. This feedback loop can be used by the Associate Superintendent in conjunction with educational research data for establishing priorities.

The Director of Vocational Education communicates with persons outside the school system. Aside from frequent meetings with state and federal education officers, the Director communicates with such agencies as:

a) Maryland Employment Security Administration

b) Maryland Department of Economic Development

c) Anne Arundel County Bureau of Community and Industrial Affairs

d) Anne Arundel County Trade Council

e) Over eight different unions

f) Surrounding county offices and the Mayor's Office of Manpower Resources in Baltimore

g) Anne Arundel Community College

h) Regional Planning Council, Baltimore, Maryland

i) U. S. Department of Commerce, for Census and Business Patterns

j) Seventeen regional offices of the Employment Security Administration

Special projects of large magnitude may involve proposal writing on the Director's part.

The Director also serves as the secretary to the Advisory Council for Career Education (a change from Vocational Education only). This council should aid the school system in relations with planners, employers, and unions. It should function more actively, being stimulated by the Director. At least one member of the Board of Education should belong to this council and attend its meetings to ensure liaison with the main policy-setting body, without chancing professional misinterpretation. In most cases, the Board will wish interpretation of Advisory Committee recommendations through the Director, Associate Superintendent, and Superintendent of Schools.

The Director has a staff of individuals interacting with the world of employment. (These persons are not additions to the payroll; their role is being slightly altered.) Directly subordinate to the Director would be the Chief Coordinator of Cooperative Educational Programs. A title of Assistant Director of Vocational Education would be given. This signifies that this coordinator (a Unit II position, Job Group VII) can take over the job of the Director in case of prolonged absence or misfortune. At present, there is no formal understudy relationship for the Director. This does not mean promotion is automatic from this position. The Vocational Conglomerate Coordinator may also be an excellent successor to the Director's position.

The Assistant Director coordinates and instructs teacher coordinators in their roles with employers. Often employers with confidential or large recruitment requirements prefer to speak to one person in the system. He also assumes or delegates responsibility to develop productive advisory committees in specific program areas. These advisory committees should be made up of recent graduates, employers, and union representatives. Apprenticeship program directors may also be involved. To assist the Assistant Director, a central office Coordinator of Cooperative Education Programs in Job Group VI will share duties by subject or geographical areas. This is essential, since over 40 teacher-coordinators will be operating in the county. In fact, the teaching coordinators may be grouped according to countywide teams, with a team leader in each subject area, of which we suggest the following:

Health Occupations (HOP)

Distributive Education (DE)

Technical Occupations (a suggested new program)

Automated Data Processing (ADP)

Trade and Industrial Education (T & I)

Office Education (COE)

Diversified Small Programs not having in-house instruction (COP)

and possibly Special Education

These teacher-coordinators have responsibility to their school principal when operating within school. The teacher-coordinator has a low supervisory load (20 students or less) which allows individual attention to each student. These students are the wards of the system and will be assigned to a local school on on the basis of compatibility with their cooperative program and financial feasibility in transportation. Once assigned to a school, the principal has full responsibility for the student when the student is in the school.

The cooperative teacher-coordinator communicates with the principal (in the Implementation Sector) through the school's Vocational Conglomerate Leader, or possibly a department chairman.

6. The Implementation Sector, Area Directors, and Principals

The last administrative area to be discussed is the actual operation of the schools under Area Directors. The regional vocational schools will report to area directors. This obviously demands cooperative arrangements among area directors who have overlapping jurisdiction in regard to specific students attending vocational schools for half a day, and another high school for another time. The principal or assistant principal in vocational schools can serve to coordinate his vocational departments. However, in the comprehensive high school, the coordination of such interdepartmental courses as entrepreneurship, with or without individualized instruction, should be delegated to a team leader, such as the Conglomerate Co-ordinator for Program Supervisors. Therefore, it is suggested that each high school have a Vocational Conglomerate Leader (in Job Group V) to whom team leaders or department chairmen report from at least the following areas:

Business and Data Processing

Distributive Education

Trades and Industrial Education

Home Economics

Agricultural Education

Cooperative-Education Teacher-Coordinators

Interdisciplinary programs with other departments, e.g. science and art, could be developed on request by the principal.

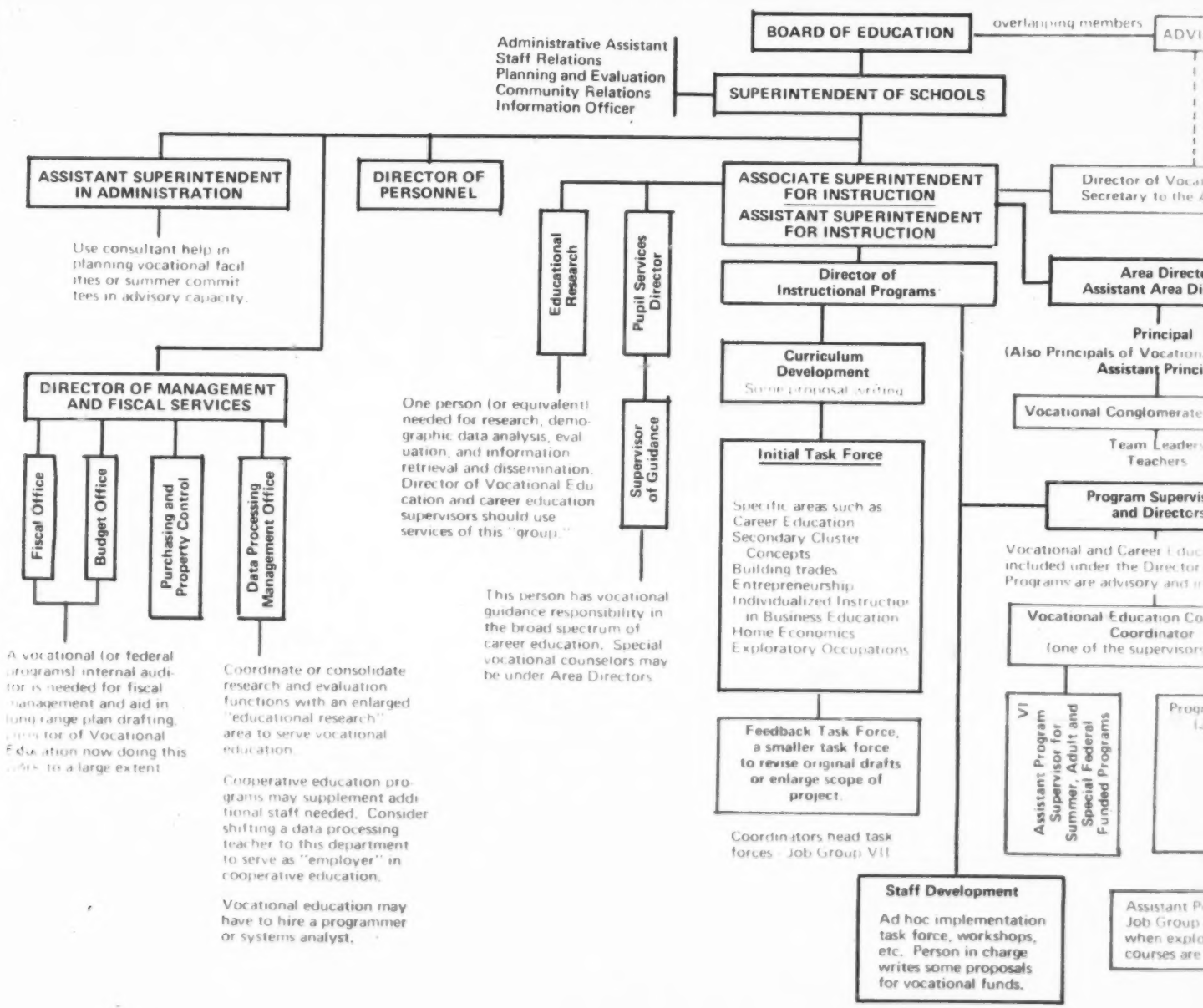
The feeding junior high or middle schools may also coordinate curriculum with their receiving high school's Vocational Conglomerate Leader.

The Organizational Chart

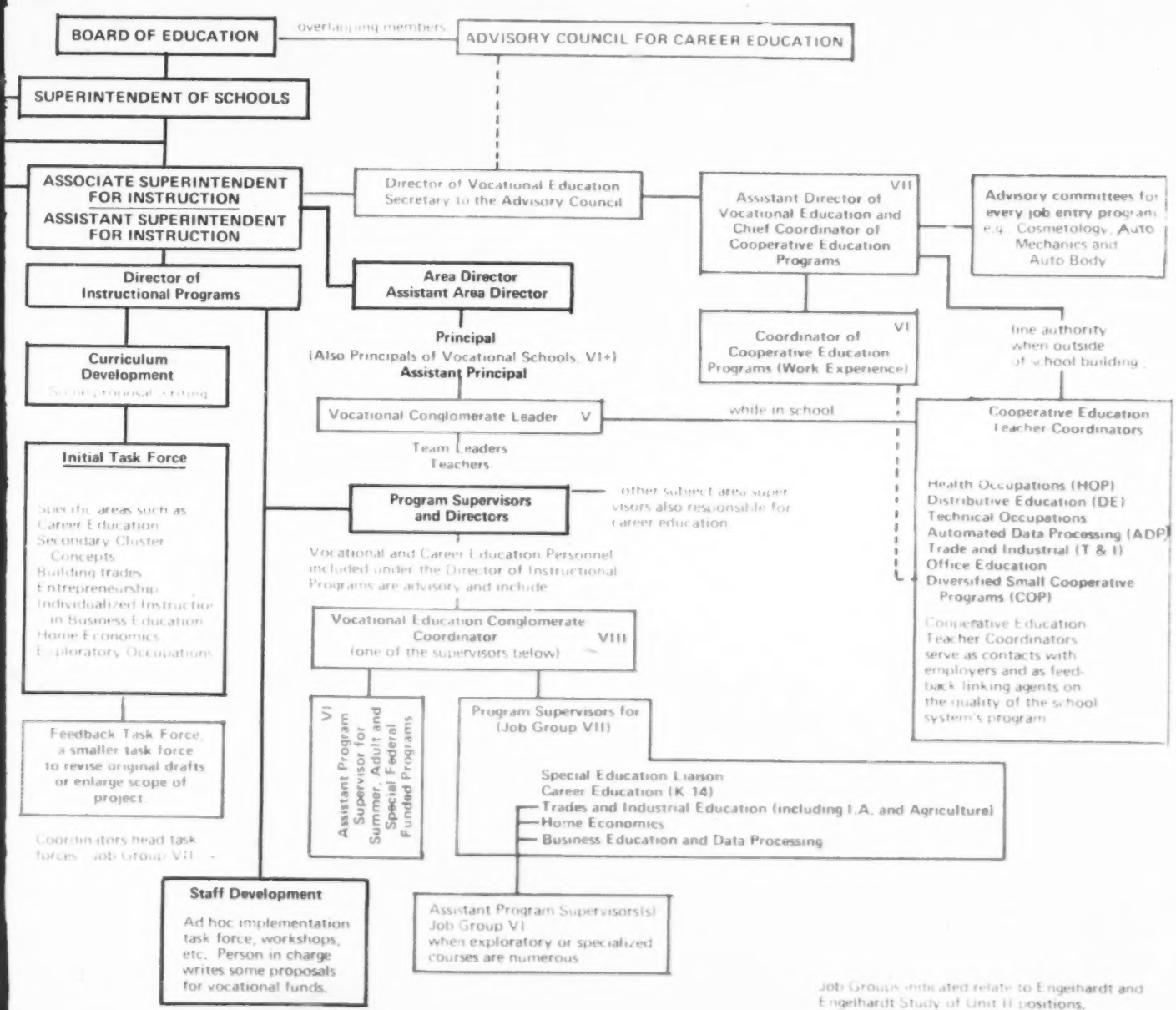
The attached organizational chart summarizes the administrative needs as expressed in the last chapter.

The recommendations do not conflict with the impending reorganization as shown in black. The recommendations dealing with Career Education are shown in red. Of course, the staff of the entire system does concern itself with any priority of the Board of Education. It is assumed that career education will be a high priority since commitment in the way of a task force has already been made. In no way can a Vocational Director, separated from the main stream of curriculum, bring about career education for all students in a system. The existing structure incorporates feedback loops ensuring internal auditing of educational excellence, and allows implementation of programs within the local areas. It, at the same time, provides efficient interaction with the "outside world," an interaction which is necessary for realistic career education and essential to traditional accountability in vocational education.

THE PLACEMENT OF CAREER EDUCATION (INCLUDING VOCATIONAL EDUCA
IN THE IMPENDING 1972-1973 STAFFING PATTERN FOR ANNE ARUND


BOARD OF EDUCATION
overlapping members
ADVI
Administrative Assistant
Staff Relations
Planning and Evaluation
Community Relations
Information Officer
SUPERINTENDENT OF SCHOOLS
ASSISTANT SUPERINTENDENT IN ADMINISTRATION
Use consultant help in planning vocational facilities or summer committees in advisory capacity.
DIRECTOR OF PERSONNEL
ASSOCIATE SUPERINTENDENT FOR INSTRUCTION
ASSISTANT SUPERINTENDENT FOR INSTRUCTION
Director of Vocat
Secretary to the A
Educational Research
Pupil Services Director
Director of Instructional Programs
Area Directo
Assistant Area Di
Principal
(Also Principals of Vocation
Assistant Princi
Curriculum Development
Some proposal writing
Vocational Conglomerate
Team Leader
Teachers
DIRECTOR OF MANAGEMENT AND FISCAL SERVICES
Fiscal Office
Budget Office
Purchasing and Property Control
Data Processing Management Office
One person (or equivalent) needed for research, demographic data analysis, evaluation, and information retrieval and dissemination. Director of Vocational Education and career education supervisors should use services of this "group."
Supervisor of Guidance
Initial Task Force
Specific areas such as
Career Education
Secondary Cluster Concepts
Building trades
Entrepreneurship
Individualized Instruction in Business Education
Home Economics
Exploratory Occupations
Program Supervis
and Directors
Vocational and Career Educ
included under the Director
Programs are advisory and
Vocational Education Co
Coordinator
(one of the supervisors
VI
Assistant Program Supervisor for Summer, Adult and Special Federal Funded Programs
Feedback Task Force, a smaller task force to revise original drafts or enlarge scope of project
Coordinators head task forces - Job Group VII
Staff Development
Ad hoc implementation task force, workshops, etc. Person in charge writes some proposals for vocational funds.
Assistant P
Job Group
when explo
courses are
A vocational (or federal programs) internal auditor is needed for fiscal management and aid in long range plan drafting. Director of Vocational Education now doing this work to a large extent.
Coordinate or consolidate research and evaluation functions with an enlarged "educational research" area to serve vocational education.
Cooperative education programs may supplement additional staff needed. Consider shifting a data processing teacher to this department to serve as "employer" in cooperative education.
Vocational education may have to hire a programmer or systems analyst.
This person has vocational guidance responsibility in the broad spectrum of career education. Special vocational counselors may be under Area Directors.

AREER EDUCATION (INCLUDING VOCATIONAL EDUCATION) PERSONNEL
NG 1972-1973 STAFFING PATTERN FOR ANNE ARUNDEL COUNTY


BOARD OF EDUCATION
overlapping members
ADVISORY COUNCIL FOR CAREER EDUCATION
SUPERINTENDENT OF SCHOOLS
ASSOCIATE SUPERINTENDENT FOR INSTRUCTION
ASSISTANT SUPERINTENDENT FOR INSTRUCTION
Director of Vocational Education
Secretary to the Advisory Council
VII
Assistant Director of Vocational Education and Chief Coordinator of Cooperative Education Programs
Advisory committees for every job entry program e.g. Cosmetology, Auto Mechanics and Auto Body
Director of Instructional Programs
Area Director
Assistant Area Director
Principal
(Also Principals of Vocational Schools, VI+)
Assistant Principal
VI
Coordinator of Cooperative Education Programs (Work Experience)
line authority when outside of school building
Curriculum Development
Vocational Conglomerate Leader V
Team Leaders
Teachers
while in school
Cooperative Education Teacher Coordinators
Health Occupations (HOP)
Distributive Education (DE)
Technical Occupations
Automated Data Processing (ADP)
Trade and Industrial (T & I)
Office Education
Diversified Small Cooperative Programs (COP)
Cooperative Education Teacher Coordinators serve as contacts with employers and as feedback linking agents on the quality of the school system's program
Initial Task Force
Specific areas such as
Career Education
Secondary Cluster Concepts
Building trades
Entrepreneurship
Individualized Instruction in Business Education
Home Economics
Exploratory Occupations
Program Supervisors and Directors
other subject area supervisors also responsible for career education
Vocational and Career Education Personnel included under the Director of Instructional Programs are advisory and include
Vocational Education Conglomerate Coordinator VIII
(one of the supervisors below)
Feedback Task Force
a smaller task force to revise original drafts or enlarge scope of project
Coordinators head task forces - Job Group VII
VI
Assistant Program Supervisor for Summer, Adult and Special Federal Funded Programs
Program Supervisors for (Job Group VIII)
Special Education Liaison
Career Education (K-14)
Trades and Industrial Education (including I.A. and Agriculture)
Home Economics
Business Education and Data Processing
Staff Development
Ad hoc implementation task force, workshops, etc. Person in charge writes some proposals for vocational funds.
Assistant Program Supervisor(s) Job Group VI
when exploratory or specialized courses are numerous

Job Groups indicated relate to Engelhardt and Engelhardt Study of Unit II positions.